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Preconference, conference, and post conference activities are described. The introduction of Latin into grades 6 and 7 of District of Columbia schools is discussed in the keynote address. Committee reports consider (1) Latin in grades 6, 7, and 8, (2) Latin curricula for levels 1 and 2, (3) teacher education, and (4) public relations. The largest section of the document is devoted to a post conference activity--the identification of sample teaching materials for grades 6 through 8, consisting of illustrated pattern readings. A special report on inner city Latin conferences is also included in this section. Appendixes include various data on enrollments, degrees, and teacher demand and supply and organizational information. (AF)

A Report To
THE NATIONAL ENDOWMENT FOR THE HUMANITIES

THE OXFORD CONFERENCE AND RELATED ACTIVITIES

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FL 000 995

SUBMITTED BY

John Francis Latimer

EXECUTIVE SECRETARY

THE AMERICAN CLASSICAL LEAGUE

HIGHLIGHTS

1. Latin in Grades 6, 7, and 8 presents a new challenge to the profession. Guidelines for preparation of material and rationale for beginning study of Latin at this point are given in the report of Committee 1 (pp. 10ff). Task Group One gives sample materials adapted for the Structural Approach or the Inductive Approach (pp. 25ff).

2. Committee 2 recommends: preparation of supplementary reading material for Latin I and Latin II, compilation of bibliographies of available auxiliary aids and texts, with critical evaluations, and development of suitable tests. Stress is put on a satisfying experience in Latin for every student and on the humanistic aspects of teaching

3. In the judgment of Committee 3 the recruitment and training of teachers is the most serious problem facing the profession. Latin teachers in secondary schools and college professors of classics share a joint responsibility for solving this twofold problem. Establishment of standards for teaching proficiency and evaluation of teacher-training programs are two steps that need to be taken immediately.

4. Committee 4 recommends the establishment of a National Committee, Council, and Center to deal with the baffling area of public relations. A corps of Latin Consultants is needed in each state to carry out a national program of more effective communications between the profession and other educational and professional agencies. Steps in this direction have been taken and contact has been made with more than 300 Consultants all over the country. (A PUBLIC RELATIONS PACKET, edited by Dr. Edith M. A. Kovach, is now available at the League's SERVICE BUREAU, Miami University, Oxford, Ohio 45056. It contains seventeen samples of different public relations plans that have been tested successfully.)

5. Foreign Language Supervisors and Latin teachers from Chicago, Cleveland, Detroit, New York, and Philadelphia visited the Latin classes in Grades 6 and 7 of the District Public Schools. For an account of this program in 39 schools for over 1,200 pupils, see the Keynote Address by Dr. Judith LeBovit (pp. 5ff) and an account of the Inner City Latin Conferences (pp. 88ff).

6. Placement Offices in 54 colleges and universities received nearly 3,000 requests for Latin teachers in 1966-67. Their records indicate that they placed 77 in teaching positions in secondary schools. The 54 institutions reported 142 graduates in June 1967 certified to teach Latin. (See Appendix B, Table 1.) In most cases the institutions did not know how many had been placed.

7. A study made by the NEA shows that in June 1964 there were 376 graduates from American colleges and universities certified to teach Latin, 431 in 1965, and 414 in 1966. This is a much more complete report than the one mentioned in 6 above but there is no indication of how many were placed in teaching positions. (See Appendix B, Table 2.)

8. Between 1948 and 1965 June A.B. graduates with a major in classics increased from 498 to 1,114; on the A.M. level, from 130 to 310; on the Ph.D. level, from 17 to 64. Comparable figures in French were from 1,281 to 5,261; 209 to 719; 26 to 72. In classics the percentage of women majors

(Continued on cover 3)

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A Report To
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ON

GRANT No. HO 1111-1-01

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THE OXFORD CONFERENCE AND RELATED ACTIVITIES

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THE AMERICAN CLASSICAL LEAGUE
THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C. 20006

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EDITORIAL COMMENTS

This Report is an enlarged version of one submitted to the National Endowment for the Humanities on 15 February 1968. Although the two differ somewhat in format, the chief difference comes from the inclusion of the material prepared by TASK GROUP ONE, of several new tables, and of special articles by Father Hilary Hayden and Mrs. Mary E. Norton (teaching at GWU).

To assist with the editorial work, the four committee chairmen of the OXFORD CONFERENCE (see p. 24) met in Washington on November 4 and 5, 1967. The special report of TG One was blocked out by a local committee (see Appendix D). The task of coordinating all the reports and of writing the Introduction and Appendices was left to the Executive Secretary. He acknowledges with much appreciation the special editorial help of Dr. Annette H. Eaton.

Quotations from this publication are authorized, with the request that proper reference to the source be made.

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PRECONFERENCE ACTIVITIES

TITULAR REMARKS

Since February 1966 almost all of the Executive Secretary's professional energies have been devoted to activities in preparation for, connected with, and stemming from the Conference described at some length in these pages. Although the Conference itself lasted only three days, it was the pivotal point around which the work of nearly two years revolved. Early in this period came preparation of a proposal to the NATIONAL ENDOWMENT FOR THE HUMANITIES for a grant to analyze the current situation of Latin instruction in the secondary schools of the United States and to make plans for improving it. As everyone knows who has had the experience, writing such a proposal is not something that is usually done overnight!

In a letter dated 20 July 1966 the American Classical League received word that its request had been approved. The initial amount was $32,500 which was later slightly reduced.

In addition to the Conference, other features of the League's proposal involved an analysis of enrollment trends in Latin, an estimate of teacher supply and demand, publication of the Conference Report, and preparation of instructional guidelines and materials recommended by it.

The grant made provisions for certain investigations, described below, that had to precede the Conference. To a large extent, as it happens, these investigations determined the nature of the Conference which, in turn, led directly to the "Inner City Latin Conferences" that followed it.

For these reasons, then, THE OXFORD CONFERENCE AND RELATED ACTIVITIES seemed an appropriate title for this Report. It is hoped, in the interest of brevity, the recommendation of the Conference participants will be followed and that it will become known as THE OXFORD REPORT.

OTHER PRECONFERENCE ACTIVITIES

On 6 August 1966 a small Planning Group met on the campus of Western Kentucky State University in Bowling Green where, on the following day, the American Classical League, the National Junior Classical League, and the Senior Classical League would be holding a joint meeting for the first time. (See Appendix A.) After discussion of broad general plans for getting the information mentioned above, a twofold approach seemed advisable: one to individual teachers, state by state, and the other to state offices of education. Cooperation with state classical organizations, where those existed, was also considered essential.

Fortunately, at this juncture, through the cooperative efforts of the American Classical League and the American Philological Association, a newly created office of Executive Secretary of the American Classical League, beginning 1 September 1966, was set up on the campus of The

George Washington University in Washington, D. C. The first task of the new office, with the writer as first incumbent, was to put the Bowling Green Plan into operation.

Since a questionnaire seemed called for, one was drafted and discussed with officials of NEH and several other experts from the Office of Education. Before deciding upon a final format, as a trial balloon mimeographed copies were sent to 110 selected teachers throughout the fifty states and the District of Columbia. A cover letter was sent to explain the purpose and importance of the questionnaire.

Copies were mailed with high hopes for prompt and enthusiastic replies. The hopes were soon dissipated. A few replies were prompt and complete. Others trickled in, many sadly illegible, most incomplete. After two months only 40 of any kind had been returned. The trial had proved at least one thing: teachers were not interested in filling out a questionnaire of four pages that would take about an hour. A shorter one was obviously in order. One was prepared. The idea of making another trial run was considered but given up because of the delay that it would involve. Instead it was decided to inclose a one-page questionnaire in the January ACL mailing, one of two made each year by the League's Service Bureau, located at Miami University, Oxford, Ohio. The mailing list, composed of some 6,000 League members, other teachers at all levels, and friends of the classics, contained about 29,000 names and addresses. The mailing took place as planned, and at League expense.

In the meantime letters had been sent to all state offices of education requesting information on: Latin enrollments in grades 7 and 8 and by courses I, II, III, IV, and V; the number of schools offering Latin and at what levels; the number of Latin teachers, full and part time and, in case of the latter, the other subjects taught.

As was to be expected, most state offices of education did not have current information or data broken down in the ways indicated. The usual reply indicated interest in getting data of such kind and often suggested that official records would be made available to qualified people. Since the records also contained salary and other confidential matters, in most cases high school teachers could not have been used even if they had volunteered. Here and there a few hardy souls gained access but, with a few notable exceptions, teachers were not found to be statistically minded. This was certainly understandable, particularly when travel to the state capital was often required.

During the course of the fall of 1966, however, and continuing on in the winter and spring of 1967, the picture of Latin in the public secondary schools of the country gradually came into focus. There were four main ingredients in the picture: students, teachers, schools, and curriculum.

For statistics of various kinds related to the first three parts of this picture, see Appendix B.

During the academic year, from correspondence and from meetings with teachers in various parts of the country, it became clear that several problems of immediate and urgent importance faced the profession. These were: Latin in grades 6, 7, and 8; courses I and II; teacher education, and public relations. Furthermore, there were indications that these problems were not unrelated. Surveys made by the Modern Language Association of America showed that Latin enrollments in public secondary schools had started to decline after the fall of 1962. Although the last survey, for the fall of 1965, indicated a check in the national trend for Latin in grades 6, 7, and 8 and in courses I and III, even these points were in trouble in many parts of the country.

The reasons for declining enrollments were varied but they included teacher shortage, competition of other academic subjects, widespread lack of opportunity to elect Latin in grades 7 and 8 in most schools, unsatisfactory curriculum content in Latin I and II, poor teaching, and opposition on the part of some principals and guidance counselors.

Consideration of these factors suggested that they would be the most appropriate topics for the conference specified in the NEH Grant. This decision would largely determine the qualifications of the prospective participants: those who had had experience or who had investigated matters related to the topics mentioned in the preceding paragraph. With this in mind, the topics were mentioned in the January 1967 issue of CLASSICAL ACTION USA, the ACL Newsletter, and readers were invited to suggest participants for the Conference. Editors of the four monthly publications, CLASSICAL BULLETIN, CLASSICAL JOURNAL, CLASSICAL OUTLOOK, and CLASSICAL WORLD, were asked to submit a maximum of 50 names each.

A letter explaining the matter was then sent to the 150 or so people eventually designated, and they were asked to indicate in order of preference three possible Conference dates. On the basis of replies a date was chosen and the people notified who had given that date as a possibility. Out of those, fifty-seven confirmed their willingness to come and they were told of the place and of travel arrangements. At the last moment, three unfortunately could not come. The total in attendance under the grant was 54, counting three editors. In addition, there were four observers. (For a list of participants, see Appendix C.)

THE CONFERENCE

Although in many ways Washington would have been a desirable place to hold the Conference, the facilities and location of Western College for Women offered a combination that proved to be as ideal in actuality as it had seemed in promise. The accommodations, food, and service were excellent. The campus was spacious and beautiful and sufficiently isolated for privacy conducive to work. The Service Bureau on the Miami campus was conveniently located only minutes away by car or on foot.

And it was indeed a *working* Conference: morning, afternoon, and night. Coffee breaks were all but nonexistent. Some walked before breakfast. In the late afternoon there were a few more walks and for some a swim in the college pool. Perhaps there were some naps. But most of the nearly three days and far into each night, groups, formal and informal, were discussing the four main topics on which the conference had been asked to concentrate: Latin in Grades 6, 7, and 8; Latin I and II; Teacher Education, and Public Relations.

Before the conference began the four topics had been announced to the participants. They were asked to consider them in the light of their individual background and list their order of preference for discussion groups. However, since various ones were competent in more than one area, the group assignments were considered flexible. Mobility rather than rigidity characterized the Conference. This pattern was observed as the Groups listed in Appendix C will indicate.

The Conference opened on Monday morning, June 21, at nine o'clock. After brief remarks by the chairman about logistics and the plan and purpose of the Conference, he introduced the only speaker invited to address the plenary session, Dr. Judith LeBovit, Supervising Director of Foreign Languages in the public schools of Washington, D. C. Her address was the highlight of the Conference.

At its initial meeting each group elected its own chairman and two recorders. Although most participants remained with the same group throughout the Conference some shifting back and forth facilitated exchange of ideas. Two informal "progress reports" by group chairmen given in plenary sessions served the same purpose.

The fourth and last plenary session was held from one to three, Wednesday afternoon, June 21. Each group chairman read a tentative report of findings and recommendations. After comments and discussion from the floor, each report was adopted with the understanding that participants could make further suggestions by writing the appropriate chairman. Each chairman in turn, if major changes were submitted, would send copies of the revised report to group members for approval. This was necessary for only one group. Final group reports were then sent to the Executive Secretary for inclusion in the Conference Report.

KEYNOTE ADDRESS

JUDITH LE BOVIT

Qui Timide Rogat, Docet Negare*

When I joined the District school system in January 1966, Latin appeared to be dead—not as a language but as a course of study. Thundering statistics revealed that the number of high school students during the previous 10 years had increased by 55%, that modern language enrollment for the same period had increased by 75%—and that Latin enrollment had dropped 70%. In September of 1966, pupils taking Latin numbered 1,163. With the launching of the 6th and 7th grade Latin pilot programs during the early part of the first semester of 1966, this enrollment catapulted to 2,044, an increase of 75%.

How did the resurrection of Latin come about? Credit must be given to our Superintendent of Schools, Dr. Carl F. Hansen, for initiating this venture; during my very first session with Dr. Hansen, when we discussed the FLES (Foreign Languages in Elementary School) program, as it then was organized in French and Spanish, he suggested adding Latin to FLES. This program could never have developed if Dr. Hansen, a dedicated Latinist, warned by the ominous decline in classical studies in Washington, had not had the vision of enriching the elementary and secondary curricula by adding Latin classes.

I, for whom Latin was standard cultural equipment, took it for granted as an academic discipline, not separate from, but closely related to, the study of all modern languages, literature, history, and even science. So I set out to tilt with budgets and personnel, with principals and counselors—many of whom apparently regarded Latin as a curricular whooping crane, interesting and inspiring to see, but impractical and now nearly extinct—to tilt with children too, who, seduced by television and junior science labs, thought of Latin not even as a language, but rather as some form of obscure mathematics.

But, in the words of Virgil, *furor arma ministrat.* Determined to make Dr. Hansen's vision a reality, determined to give to each child what I considered part of his cultural inheritance, we developed a pilot program last June for 7th grade Latin, which began the following September, and a program for 6th grade Latin, which was proposed in November and started five weeks later. One of the remarkable things about the District Latin program is that its implementation took less than a year.

Our first attack turned out to be less difficult than we anticipated—finding budgetary support. We checked the regulations for FLES, and found FLES appropriations not limited to *modern* foreign languages; given this unexpected windfall, we were able to introduce Latin. Those of you who may be finding it difficult to introduce new Latin programs in your school systems may wish to check to see whether you have such latent resources within your own fiscal and budgetary setups.

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* Dr. Le Bovit's paper was read at the Spring Meeting of CAAS, Washington, D. C., April 22, 1967. Reprinted from *The Classical World*, 61 (Oct. 1967) by permission of the editor.

Armed with this authorization, we still needed schools, teachers, textbooks, and pupils. Formal systems of principles and rules are of course important; this complex society, like Latin, cannot exist without declensions! But it is people who not only create problems but also solve them, and it took individual hands, hearts, and heads to put together our District program and make it work.

Dr. Annette Eaton, Associate Professor of Classics at Howard University, and Mrs. Sylvia Gerber, teacher of Latin at Washington's Woodrow Wilson High School, volunteered for an impossible mission, to produce a 6th grade Latin text with classes already in session. This work involved creating with Paul Garrett, Assistant Director in the D.C. Foreign Language Department, the next week's teaching material during each work week, an operation reminiscent of the schedule observed by the titans of the novel, the Balzacs and the Dickens, in the heyday of the *roman feuilleton*.

Another tower of strength for the entire program was Father Hilary Hayden, teacher of Latin at Washington's St. Anselm's Abbey School, without whose constant and untiring help we could not have carried our daily workload. Father Hayden took time from his crowded schedule to visit the District's pilot Latin programs, and the impressions and suggestions he passed on to us were enormously helpful in improving our programs.[1]

How did this dedicated cohort of Latinists attack the languishing District school system program? It was vital to make Latin in elementary school noncompetitive with already existing FLES programs. Since French and Spanish start in 3rd grade, we decided to have Latin start in the 6th grade, and to make it available only to those children with no previous foreign language experience. We thus were able to win the support of FLES teachers of modern languages; they did not view Latin as poaching on their private professional preserve.

People with whom I discussed the Latin problem often expressed surprise at my interest being so keen. It seemed odd to them that someone whose own background was not in classical but modern language studies, should be so actively concerned with Latin studies. To me, this was no paradox; in many European countries no abyss separates classical from modern language studies. In the romance language areas, for example, Latin occupies nothing like its old place in the school curriculum, but is still indispensable to the intensive study of a national language.

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[1] Readers will, of course, recall Father Hilary's memorable "Classics in the Inner City School—Experiments and Proposals," *CW* 60 (1966-67) 93-98.

There is no antithesis between modern and classical language orientation, since one naturally blends into the other. Narrow specialization, the isolation of classical linguists as a separate breed, is thus discouraged. Specialization has its merits, I suppose, but it should not be stretched to a point of pulling apart what culture and history have joined together.

What is the content of the 6th grade Latin program? Partly is it drawn, similarly to other FLES programs, from such routine topics as the classroom, numerals, the calendar and the family, but the central topics are Roman life and mythology. Grammar is taught functionally, avoiding any emphasis on paradigms. There is great stress on oral drills, but from the beginning words are written on the blackboard and the students are asked to copy them into their notebooks.

This course of five 20-minute sessions weekly is given to some 600 children reading at grade level in 20 classes in 17 schools. In addition, two classes of children, reading below grade level, were initiated to test the effect of this program in increasing generally the students' reading skill.[2]

What is the content of the 7th grade Latin program? The course covers what pupils had not previously received in an effective, systematic form: an understanding of the working of language in general, and an awareness of the structure of English in particular. Latin is not taught as self-contained and alien, but as an integral part of language the student had already acquired. As in the 6th grade course, the emphasis is on etymology. What he learns is the principles of word formation and their application in working out English, French and Spanish words unfamiliar to him, the development of a richer, more powerful vocabulary.

Pupils thus are given valuable help in planning their future language studies intelligently. Before this 7th grade Latin program, students remained throughout junior high with the language studied in elementary school. Exposed to Latin in the 7th grade, a pupil has an alternate choice for 8th and 9th grade study, either Latin or modern foreign language, and the pupil primarily interested in modern foreign language study will have had in Latin a possible complement to his high school language courses.

The 7th grade course is given to 258 children in 10 classes in five of the eight District junior high schools where Latin is currently being taught. For the coming school year, we plan to expand this Latin program to a total of 16 of the 29 D.C. junior high schools.

With Latin thus assured a safe place in the 6th and 7th grade curricula, with teachers placated, how did we win over school principals, without whose majority support we could not initiate any program?

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[2] For the coming school year, we plan to expand Latin FLES to a total of 35 of the District's 134 elementary schools.

At this point, I took as my text a line from Seneca: *Qui timide rogat, docet negare!*[3] There were those principals who saw immediately the educational value of Latin, and needed no selling, but there were others set against the program who could not be swayed by the most eloquent intellectual argument.

What came to my aid was an experience I had had shortly after my arrival here. A new typewriter I purchased was delivered one day, with a specimen of typing inserted, reading: "Congratulations, you are now the proud possessor of the world's finest typewriter!" There was no attempt to explain the superior quality of the machine with theoretical argument. To quote the famous phrase of Marshall McLuhan in converse, "the message was the medium," reinforcing a favorable disposition by presupposing full emotional agreement in the receiver.

Approaching principals who were not prepared for the innovation of Latin programs, I warmly congratulated them for being in line for a wonderfully enriched program boasting a Latin course. This set the proper tone for further conversation; principals were won over by being made aware of the gain in store for their schools. In this case, I feel anticipated congratulations were fully justified, and the principals themselves came later to feel genuinely proud of the program they were persuaded to accept.

Perseverance is essential in putting over programs such as ours, and not only must we be prepared to encounter resistance in a somewhat hostile environment—we must be prepared to fight it. *Si vis pacem, para bellum!*

And, finally, what of the students, seduced by television and the new math? They were easiest of all to win over: there was no battle. Their minds, naturally alert and flexible, were ready to be stimulated by material which appealed to their imagination. I think we make a mistake by assuming that in order to make schooling meaningful to children we must use only materials taken from their everyday environment. Actually what is most real, most attractive to children need not be real in a literal sense; what makes topics appealing is not that they are taken from immediate experience but that they open within that experience doors to views which are new and fresh. Our Latin programs were organized in a way to make children view Latin as a new and fascinating element in English, to view English in a new light, play with it, manipulate it, acquire control over it.

We know the value of Latin study not only as an aid to understanding English, but in developing mental rigor, in exposing our pupils to a different culture, with a subject matter that is the very root of Western civilization. If Latin, the only subject in our curriculum which does not change, which is not subject to the flux of the anxious, transitory present, dies, we too die—die as humanists, as devotees of literary culture, of a way of life centered on human values.

---

[3] Seneca, *Phaedra* 593f. *A timid request prompts a refusal.*

What I think all of us working in the District kept remembering was that we were not preparing our students for undergraduate, graduate or post-graduate work—many of our pupils learning Latin in the primary and secondary grades would not be going on to further study. What we were trying to prepare them for was life itself.

It is not a dead language which we have been working to promote; we took up the study of Latin as an intensely living tongue. Technologies can give us revolutionary new procedures and capacities, but human beings remain creatures ultimately dependent on their specifically human resources of feeling, intelligence, and courage. Latin is significant as a vehicle of human thought, and this is what makes us feel that we can greatly benefit the children of these decades by reviving Latin in a new setting, a new perspective.

The threat of our civilization is not to be found in the state, money, weapons, and the other structures designed theoretically to serve us. The threat is to be found in our tendency to worship these structures, rather than to use them to further human aims. The Rev. Thomas Merton, in his recent article, "Can We Survive Nihilism?", commented, "The greatest threat to man is that he may succumb not to hostile nature or to a stronger species, but to the explosive violence generated from the boredom of his own conquests."[4]

This is the power which threatens those of us who include ancient Rome in the worlds in which modern minds can travel, this is the Carthage which must be destroyed, if we are to give our children the freedom of responsible action, the freedom to make choices, and to realize that, if they try hard enough, their choices can be intelligent ones.

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[4] Rev. Thomas Merton, "Can We Survive Nihilism?", *Saturday Review*, April 15, 1967.

REPORTS

Committee I: Latin In Grades 6, 7, and 8

I. RATIONALE FOR BEGINNING THE STUDY OF LATIN IN GRADE 6 OR 7:

- A. The student is approaching readiness for analysis of language.
- B. Long experience in European education (and a more limited one in this country) indicates that students can begin to achieve satisfactorily in Latin as early as age 11.
- C. A longer and more gradual introduction of fundamentals provides for greater mastery and feeling of security in control of the language.
- D. An early start provides for a longer sequence of study, for reading in greater depth, and for added enrichment.
- E. Opportunity to elect Latin at this level increases the scope and appeal of language programs in our schools and puts it on a more equal footing with other languages more widely offered.

N.B. Although beginning a Latin program at Grade 6 is desirable when competent teachers are available, beginning at Grade 7 will still permit a desirable six-year sequence. Such a sequence will make possible an Advanced Placement course (Level V) in Grade 12, which a later start would usually not make feasible.

II. AIMS AND OBJECTIVES

A. *Humanistic*

To create in the child at an early age an awareness of the historical and cultural background of Western Civilization and to deepen his understanding and appreciation of Rome's contribution, and through Rome the contribution of Greece, to our culture and civilization.

B. *Linguistic*

1. To develop and broaden the child's basic linguistic skills.
2. To achieve, by an early start, a more thorough comprehension of the Latin language than would usually be possible with a beginning in Grade 9 or later.
3. To provide at an early age the advantages the study of Latin may give for increasing one's mastery of English vocabulary.

III. THE STUDENT AT AGE 11 OR 12

ASSUMPTIONS: Any child at this age can study Latin with profit—under a good teacher. What is taught in the Latin class should be related to the student and to his total educational experience.

A. *Student characteristics*
   1. General comprehension of the concrete; approach by some to comprehension of abstractions
   2. A facile memory, plasticity of speech, and love of mimicry
   3. Love of action and a sense of spontaneity
   4. A short attention span; lively curiosity

B. *Total educational experience*
   1. General language facility from experience in the community and more formal study in school
   2. General knowledge gained in school and outside
   3. Reading habits and quality of speech, written and spoken
   4. Extra-curricular activities

IV. TEACHING GOALS: THE ACQUISITION OF FOUR BASIC SKILLS

A. *Audio-lingual skills*
   1. Listening skill should be developed to the point where students can comprehend short sentences, questions, or commands as spoken or read aloud by the teacher.
   2. Lingual skill should be developed to the point where students can pronounce Latin words with accuracy, read easy sentences aloud with facility and correct phrasing, and make correct responses to simple questions in Latin.

B. *Reading-writing skills*
   1. Reading skill should be developed to the point where the student can read in Latin and comprehend elementary graded materials based on the principles of sentence structure presented at the appropriate level.
   2. Writing skill should be developed to the point where the student can write simple sentences in Latin based on familiar materials and can manipulate the basic syntax of such sentences by the processes of expansion, transformation, or substitution.

V. CURRICULUM: TEACHING MATERIALS

A. *Structures and morphology to be taught at Grade 6 level*
   1. Three elementary sentence structures:
      a) Subject, intransitive verb
      b) Subject, intransitive verb, complement (noun and adjective)
      c) Subject, transitive verb, direct object

2. The morphology should include:
   - a) Nominative, accusative, and a few uses of the ablative in all declensions, singular and plural
   - b) Imperative, present tense active, in all conjugations, singular and plural
   - c) Indicative, present tense active, all conjugations, singular and plural (verbs *sum* and *eo* included as needed)
   - d) Prepositions, conjunctions, adverbs, pronouns, and adjectives, as they occur in oral practice or in reading

B. *Structures and morphology to be taught at Grade 7 level*

1. Two additional elementary sentence structures:
   - a) Subject, transitive verb, direct object, indirect object
   - b) Subject, any combination of structures introduced, and the possessive usage
2. The morphology should include:
   - a) Genitive, dative, additional uses of the ablative, in all declensions, singular and plural
   - b) Indicative, perfect tense active and present tense passive, in all conjugations, singular and plural (irregular verbs as needed)
   - c) Prepositions, conjunctions, adverbs, pronouns and adjectives as required in oral practice and in reading

C. *Structures and morphology to be taught at Grade 8 level*

A student who has had Latin in Grades 6 and 7, by the end of Grade 8 should have mastered the equivalent of the regular First-year course in his school system. Bright students, under a competent teacher, might complete the equivalent of a regular Second-year course in the three-year sequence.

D. *Vocabulary*

1. Judicious selection is necessary in order to provide for a wide range of general reading that is not limited to one author.
2. Care should be taken not to allow students to assume a one-to-one equivalency of Latin to English words.
3. Vocabulary should not be stressed at the expense of the mastery of basic structures.

E. *Word study*

1. Coordination of work in this area with vocabulary study is essential.

2. Basic principles of etymology, involving Latin roots, prefixes, and suffixes, should be included.

F. *Reading*

Graded reading materials of interest to children at these grade levels should be correlated with presentation of all syntax.

G. *Enrichment*

1. This should not be excessive but should be related to content and geared to the appropriate grade level.
2. Suggested materials and activities:
   Slides, film strips, realia, supplementary reading, trips to museums and art galleries, student handiwork, etc.
3. Areas to be included:
   Roman (and Greek) history, daily life, biography, mythology, art, architecture, numismatics, etc.

H. *Use and availability of materials*

The teacher must be aware constantly that the choice of methods and materials should be flexible and adapted to local conditions and requirements. Where possible the use of materials should be articulated with the content of other disciplines at the appropriate grade level. The Service Bureau of the American Classical League publishes an annual list of teaching aids and materials and each issue of the *Classical Outlook* quotes various entries from the list. *The Classical World* has frequent articles on audiovisual materials and an annual survey. Other bibliographies and articles are found in the *Classical Bulletin* and the *Classical Journal,* and in the newly founded *Foreign Language Annals.* For the most complete list of Beginner's books, series, and readers in print, see *The Classical World* 60 (April 1967) 338-341. Another compilation will appear in the April 1968 issue. All listings provide the name of the author and publisher and the price.

VI. METHODOLOGY

A. *Appropriateness for the student*

1. Presentation of material should proceed from the concrete to the abstract.
2. Oral work should be emphasized. Question and answer, dialogue, and dramatization can be used successfully.
3. Memorization is desirable provided the content is meaningful. There should be no memorization of formal, previously prepared dialogues.

4. Variety of procedures and activities during the class period is necessary to maintain attention and interest.
5. Projected and visual materials open new avenues to learning.

B. *General presentation*

1. Forms, vocabulary, etc., should generally be met first in a meaningful context and practiced in the same way.
2. Generalizations and form systems should be abstracted inductively if possible, only after they have been learned according to the preceding method.
3. Grammatical terminology should be introduced gradually over the three-year period, and should be held to a minimum at least during the first two years.
4. Constant attention must be given to the flexible word order and the importance of inflection in the Latin language, in contrast to the marked lack of inflection in English and its dependence on word order.

C. *Oral practice*

1. Pronunciation is taught by imitation of the teacher or of recorded material or both.
2. Oral question and answer should be
    a) based on reading material, situation, pictures, etc.
    b) so constructed as to require proper use of forms in response, and to show comprehension of what is asked.
3. Other types of oral drill:
    Rapid drills employing such changes as substitutions, expansions, and transformations of structures and vocabulary can be done to provide needed repetition.
4. Choral recitation should precede individual recitations in the learning of new material.
5. Students should have practice in reading a text in a manner that indicates comprehension (phrasing, intonation, and gestures).
6. Formal oral practice can be provided by structured pattern practice.
7. Dictation should offer a means of checking oral comprehension.
8. Aural comprehension is developed by attention to teacher and tapes, and can be checked and expanded by questions and answers.

D. *Reading*

1. The teacher should read Latin aloud to students with correct grouping of words to increase understanding.
2. Students should be trained to observe structure of sentences by

guidelines of inflectional endings and transitional words, and of mental metaphrasing which should precede any attempt to master content.

3. Comprehension of content can be aided and checked by questions correctly constructed in Latin and in English, by discussion of the content, and by metaphrasing, summarizing, or paraphrasing.

N.B. Since translation is an art requiring a high degree of skill in two languages (in this case Latin and English of course), in the early years of instruction it should be used with caution and care.

E. *Writing*

1. Writing should begin with practice in copying Latin words or phrases for the observation of correctness in spelling.
2. Dictation of Latin words and phrases may be introduced at an early stage but careful checks of spelling should be a regular practice.
3. Many of the oral drills may be turned into writing exercises and varied by use of substitution, expansion, and transformation techniques.
4. The writing of simple Latin sentences should be the means of reviewing a lesson unit rather than of beginning one.

F. *Vocabulary*

1. Vocabulary should always be presented initially in context or in association with pictures and practiced or reviewed in the same way.
2. Vocabulary lists should be used only to review words already learned in context.
3. Students should be taught to get the meaning of words from context and/or by applying principles of word formation.

G. *The assignment*

1. At initial stages homework in the language, if assigned, should not include new material but should consist of what has been practiced in class.
2. Reading for enrichment is always a proper type of homework assignment.

H. *The language laboratory*

1. The Latin teacher should make careful use of the language laboratory whenever it is available.
2. It is a valuable adjunct to but not a substitute for the classroom in providing opportunity for additional aural-oral practice and for recording.

I. *Testing*

1. Tests should test only what has been taught.
2. Oral as well as written testing should be done.
3. Short and frequent tests on individual points are valuable for young students.
4. Long tests should be broken down into steps pinpointing specific items, so that both student and teacher can see where achievement is satisfactory and where additional work is needed.
5. Tests should be a learning as well as a diagnostic device as a means of checking achievement and stimulating mastery.

VII. CONCLUSIONS AND RECOMMENDATIONS

A. *Articulation of the Latin program*

1. Attention must be turned to the preparation of a six- or seven-year sequence incorporating the ideas expressed in this report and in the report of Committee II and articulating them with the recommendations expressed by Committees II and III in the Airlie Report for Levels III, IV, and V.
2. Consideration must also be given to types of materials to be used for programs that provide for termination at various levels.

B. *Results of variations in the starting point*

1. If the study of Latin begins in Grade 6, the maximum benefits of a seven-year Latin sequence may be obtained. The initial phases of such a sequence, incorporated into an existing FLES (Foreign Languages in the Elementary Schools) program, is now underway in the public schools of the District of Columbia.
2. A program beginning in Grade 7 will require some reduction of enrichment materials in order to complete the work of Level I in two rather than three years. A sequence through Advanced Placement (Level V) is possible.
3. If the program begins in Grade 8 a further reduction of enrichment materials will be necessary in successive sequences and, except for gifted students, Level V will not be reached.

C. *Specific needs for developing a seven- or six-year sequence*

1. An adequate supply of suitable graded reading material for Level I that begins in Grade 6 or 7 and extends through Grade 8, drills and tests using oral and written approaches, and a

teacher's manual geared to the materials. (See Report of Task Group One.)

2. Articulation of this Level I sequence with the Level II program of Committee II. (See Report of Committee II.)
3. Preparation and/or selection of materials for Levels III, IV, and V, with suitable tests and teachers' manuals.
4. Regionally distributed programs for training teachers in use of the new materials. (See Report of Committee III.)
5. Establishment of RESOURCE CENTERS on a regional basis to supplement the activities of the ACL Service Bureau in providing every type of teaching and training aids: transparencies, slides, films, film strips, tapes, special collections of coins and other realia, bibliographies, guidelines, and the like.

N.B. It is realized that the meeting of these needs will require much planning and money. It will also require the wholehearted cooperation of all classical organizations, local, state, regional, and national. To bring about this cooperation as quickly as possible a strong and energetic public relations campaign is urged. (See Report of Committee IV.) It is also urged that the Executive Secretary move with all possible speed to tap whatever sources for funds may be available.

Committee II: Latin Curricula for Levels I and II in the Schools

I. Goals

1. To provide a satisfying intellectual and emotional experience for every student of Latin.
2. To teach the skills required for reading, understanding, and appreciating Latin literature.
3. To increase the student's understanding of his own language by noting contrasts and similarities between English and Latin syntax and vocabulary.[1]
4. To make the student aware that the Latin language and the Greco-Roman heritage exert a basic and continuing influence on contemporary civilization.
5. To motivate students to pursue their studies of the Classics on advanced levels in high school, in college, and in later life.

II. Levels of Achievement

1. The Latin curricula for Levels I and II should be realistically designed so that each student will achieve the goals listed above.

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[1] A majority of the committee voted that this goal should not be included. The minority asked to have it presented for comments by teachers. Letters about this should be addressed to the Executive Secretary, ACL.

2. In large schools grouping according to ability is recommended. These groups may be designated as superior (Group A), excellent (Group B), average (Group C).
3. Where only one section of Latin I is possible, materials should be designed with sufficient flexibility so that the course may be taught on at least two schedules of achievement. While such a situation may not be ideal, it is to be expected that, with increased enrollments, homogeneous grouping will ultimately be possible.
4. Level I is defined as one high-school unit in Latin
   a. The base for determining its content should be what Group C can master in the first year of the study of Latin.
   b. More extensive and in-depth training should be provided for Groups B and A.
5. The material to be taught must be arranged so that a smooth transition between Levels I and II can be effected for each group, regardless of whether Level I has been completed in the junior or senior high school.
6. Since a minimum of three units of any foreign language is recommended by educators for an adequate linguistic experience, pupils should generally begin the study of Latin no later than the tenth grade for a three-year sequence. An earlier start is preferable.
7. Since texts vary considerably in the rate, order, and manner of presenting linguistic material, it is recommended that the text to be used by each group be carefully chosen to suit the ability of that group.

III. Reading Latin

1. A committee should be commissioned to select, abridge, adapt, and write graded supplementary readings for Levels I and II.
2. The committee on graded reading might consist of the following:
   a. A chairman who has taught on both secondary and college levels;
   b. A junior high school teacher;
   c. A senior high school teacher;
   d. A college or university professor.
3. The readings should provide for both depth and variety, and in general be unified by topic. While Latin of the classical period should be emphasized, later Latin should not be ignored.
4. The material should accord with the interests and intellectual levels of adolescent students.
5. For flexibility in teaching students of different capacities, there should also be included in the graded readers some short selections with exercises on comprehension and grammar.

IV. ENRICHMENT AND AIDS FOR TEACHERS

1. Enrichment is an integral part of the curricula for Levels I and II. Teachers must be humanists if they are to teach Latin well and enrich their courses imaginatively. However, Committee II recognizes that the development of such teachers is primarily the responsibility of programs for the training of teachers. (See the report of Committee III.)
2. Teachers in secondary schools have very little leisure. They often teach six classes a day, only one or two of which may be Latin. Therefore it is recommended that a committee, in conjunction with the ACL Service Bureau, devise ways and means for developing and effectively disseminating the following types of aids:
    a. An annotated bibliography of all auxiliary material, to be compiled largely from lists presently available but scattered in various publications. For greatest effectiveness arrangement by topic should be one of the methods of organization. This handbook should be periodically up-dated.
    b. A list of all basic texts with a description of contents and methods.
3. New auxiliary materials of all types (including loan exhibits) should be developed.

V. TESTING

1. Tests for aptitude in Latin should be developed for placing pupils initially in the proper group.
2. Tests should also be devised to measure a pupil's readiness to enter a different level.

Committee III: Teacher Education

Recognizing the immediate needs of the profession, the changing patterns of educational development, and the long-range goals involved in the recruitment, education, and placement of Latin teachers, this Committee sets forth the following recommendations in the hope that they will soon be implemented:

1. College and university departments of classical languages have the prime responsibility for the training of teachers in the field. This responsibility includes not only instruction in classical languages, literature, civilization, and culture, but also training prospective teachers in the art of teaching. This is best done when such departments contain a sufficient number of professors who through either training or experience have the ability to supervise student teachers in their practice teaching. Even in

colleges where such professors are not available, it is still necessary for members of a classics department to engage in such supervisory activity as they can in cooperation with the person who may be doing the actual supervision. Whatever the method of exercising it, the responsibility must lie in the hands of the college classics department.

2. A set of national standards should be set up by ACL to ensure basic competencies for all those who are to become Latin teachers. Previous and current statements of standards, such as the Airlie Committee 4 Report, the Pennsylvania proposal, and the reports of Professors Hitt (*CJ*, May 1967) and Rexine (*CW*, April 1966) should be consulted and used by those training prospective Latin teachers.

3. Similarly, guidelines for the evaluation of programs for the training of teachers should be devised by ACL and followed to ensure a high level of quality for Latin teachers, wherever trained.

4. Recognizing that more and more students for various personal and professional reasons desire to take post-baccalaureate work, we recommend that existing master's programs of various types be reviewed to determine whether they do, in fact, effectively train Latin teachers. There is, further, urgent need for a national comprehensive survey of existing teacher training programs; from such a survey we shall be able to determine the more critical areas for action and respond accordingly.

5. Multiple types of programs must be provided for bringing Latin teachers up-to-date with the latest developments in the field, both in content and method. Institutes financed by federal, state, university, or foundation funds would be the most effective means for such further training of teachers. Correspondence courses, extension courses, radio and television, traveling workshops, publications, and periodicals are also useful in assisting experienced and beginning teachers. Such programs will be of particular service to teachers returning to the classroom after many years' absence.

6. Since we agree that the teaching of Latin as early as the sixth grade is desirable, practical, and administratively feasible, the certification of Latin teachers at elementary and secondary levels should be studied by state departments of education, regional associations, and college classical departments.

7. We strongly recommend that teachers be trained in the critical appraisal of texts, audio-visual aids, and supplementary materials. Professional classical periodicals will contribute to the education of teachers by continuing to publish critical reviews of such books, equipment, and materials and by considering ways of improving this service.

8. The recruiting of teachers presents a most serious problem, one which must be worked on cooperatively by teachers and agencies at all

levels. The high school student must be encouraged to pursue the study of Latin in college, and the college department should be alerted to all potential students. To assist in this endeavor, the ACL might periodically issue a brochure listing the opportunities available to those trained in classical languages in teaching, business, and elsewhere. All classical organizations should take immediate steps to get information about college and university programs in classics, teaching vacancies, and teachers available, and to publicize this information in every possible way, through state, regional, and national organizations and publications.

9. Every effort should be made to establish in every state the office of a coordinator, consultant, or supervisor of Latin. Such persons would not only assist Latin teachers and programs in achieving their goals, but they would also serve as the liaison with other state offices and personnel.

10. The emergence of junior colleges poses several serious problems to classicists to which the profession must address itself at once. For example: 1) less than 10% of approximately 800 junior colleges in existence offer any classics at all, in the original or in translation; 2) more students will be gaining their lower-division education in junior or community college as time goes on and then transferring to senior institutions; after a two- or four-year gap, the chances are poor that a student will resume his study of Latin; 3) the training of teachers for this level creates still another area where special programs may be required. We cannot ignore this area, for reputable sources tell us that within twelve years 60% to 80% of all college and university graduates will have attended junior or community colleges.

11. The above recommendations apply also to teacher training in ancient Greek if and when that language is restored to the school curriculum.

Committee IV: Public Relations

Introduction

For many Latin teachers the thought of public relations is distasteful. It connotes "selling" their subject, an idea that is repugnant and suggestive of the market place. It hints at "being on the defensive," an attitude of mind that is all too familiar and reminiscent of the not too distant past. It brings a feeling of inadequacy if not of helplessness, a position that is not conducive to great effectiveness in dealing with people who are unsympathetic to or unacquainted with the values of the study of Latin.

But even if most Latin teachers were tactfully and convincingly bold in promoting the CAUSE, that would not be enough even on a local to say nothing of a national scale. The need for effective presentations at all levels goes beyond intermittent expressions of opinion no matter how persuasively uttered. In each community where schools offer Latin there are many facets of opposition or of indifference not affected or reached by individual voices. In communities where Latin is not offered, which unfortunately outnumber the others, espousal of its merits should not be left to chance or to wishful thinking.

Various publications of course carry the word and undoubtedly reach beyond the band of loyal subscribers. But preaching to the faithful, while it may reduce the number of backsliders, is not calculated to make converts of the heathen. Not to press the analogy too far, it might be well to realize that for the classics both types of "preaching" are needed, lest some may "faint and grow weary" and others not hear the word at all.

To turn now from preamble to practicalities, the Committee surveys the current scene in classics with much concern. It knows of many schools where Latin is indeed on the defensive, of many where it is being phased out, and of many where it has been dropped from the curriculum. (For an account of the situation, see the article : "Teachers Speak Out On the Status of Latin," Appendix G.) But no matter what the reasons, a concerted and consistent effort is needed to put "the case for Latin," to adopt Professor William Parker's phrase, before a wide audience both inside and outside the schools.

To carry out these purposes the Committee proposes the following organizational framework:

I. NATIONAL PUBLIC RELATIONS COMMITTEE

- A. To support and enlarge the activities of the Executive Secretary in
  1. Collecting and disseminating information pertinent to the study and teaching of the classics at all levels
  2. Establishing a network of communications among all classical organizations and facilitating such communications
  3. Serving as liaison with other professional organizations
  4. Keeping appropriate school officials and the general public informed of classical matters of educational and cultural interest:
     - a. Federal, state, and local school administrators
     - b. Boards of Education
     - c. Counselors and foreign language supervisors
     - d. Curriculum specialists
     - e. Parent-teacher organizations at all levels
     - f. College and university admissions and public relations officers
     - g. Public press, radio, and television
- B. To coordinate public relations activities throughout the country by working with regional and national representatives of classical organizations who in turn would work with state and local groups

- C. To originate and assist in developing materials that would
    1. Be of service to teachers in the classroom
    2. Be of interest to counselors, school authorities, and community groups
    3. Be useful in publicizing the classics in various communications media

II. NATIONAL PUBLIC RELATIONS COUNCIL

- A. To be formed of one representative from each of the eight geographical regions into which the country has been divided by the U. S. Office of Education for statistical purposes
- B. To act as an executive body of the NPR Committee in planning and coordinating activities

III. NATIONAL PUBLIC RELATIONS CENTER

- A. To supplement the activities of the ACL Service Bureau by becoming a clearing house and repository for:
    1. Files of news releases
    2. Experimental programs
    3. Data on teacher supply and demand
    4. Statistics on enrollments at all levels
    5. Rosters of available speakers
    6. Reports on research studies and opportunities
    7. Government aid for students and teachers
    8. Roster of classics teachers
    9. Roster of ACL Consultants in Classics
    10. Educational publications, classical and non-classical
    11. Pertinent government documents
    12. State and local classical and foreign language newsletters
- B. To be located in the office of Executive Secretary as headquarters for the chairman of the Public Relations Council and Committee when funds are available

IV. NATIONAL PUBLIC RELATIONS PACKET

- A. Contents to include
    1. State Latin examination similar to the one used in Illinois
    2. Information on the "Vergil Now" Contest originated in New York State (Classical Association of the Empire State)

3. Information on the Latin Heritage Program of Detroit
4. Information on Michigan Classical Spring
5. Information on Cleveland Heights Latin Task Force and Saturday Seminars
6. Description of Latin Program in public elementary schools of Washington, D. C.
7. Samples of informative materials for counselors and parents
8. "Model" newspaper releases for promotion of Latin study

N.B. A PUBLIC RELATIONS PACKET, containing eight or nine additional types of material, has been prepared and is available at the ACL Service Bureau, Miami University, Oxford, Ohio 45056.

DISCUSSION GROUPS*

COMMITTEE 1: *Chairman,* Dr. Eaton; *Recorders,* Father Gardocki and Mrs. Gerber; *Professors,* Bitar, Conway, Crawford, Johnson, LeBovit, Nisius, Norton, Patterson, Stidham, Swedberg, Woll, Sister Theresa Hines.

COMMITTEE 2: *Chairman,* Dr. Drake; *Recorders,* Mrs. Gray and Sister Marie Thecla; *Professors,* Beattie, Cox, Daniels, Johnson, Keoughan, Kovach, Larson, Moore, Patterson, Pratt, Robbins, Sadler, Schumacher, Smith, Swedberg, Stidham, Thayer, Traaseth, Williams, Woll, Sister Agnes Clare Meck; *Observers,* Dr. Dostal, Miss Matzke, Dr. Pickel, Mr. Struth, Miss Rehring.

COMMITTEE 3: *Chairman,* Dr. Lieberman; *Recorders,* Mrs. McLaughlin and Dr. Wolverton; *Professors,* Crawford, Daniels, Bateman, Dudek, Korfmacher, Pratt, Robinson, Seaman, Trapp, Father Hayden; *Observers,* Dr. Dostal, Miss Matzke, Miss Rehring.

COMMITTEE 4: *Chairman,* Sister Mary Columba Connaughton; *Recorders,* Miss Lux and Dr. Jones; *Professors,* Beattie, Bell, Brunel, Cullins, Kovach, Krill, Nisius, Pratt, Robinson, Seaman, Sheerin, Wolverton; *Observers,* Dr. Dostal and Miss Matzke.

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* For identification and addresses, see Appendix C.

POST CONFERENCE ACTIVITIES

TASK GROUP ONE

This is the designation given to twelve teachers who met at The George Washington University on July 19-21 to carry out one specific recommendation of Oxford Committee I for the preparation of sample materials that would be adaptable for use in Grades 6, 7, and 8. Following group discussions and committee reports, assignments were made on the basis of individual background and experience. Dates for exchanging copies of assignments were set and September 30-October 1 agreed upon for reconvening in Washington. The materials were again evaluated, amended, and reorganized. Final editing was entrusted to a five-member committee of those living in Washington. (For a list of members and the editorial committee, see Appendix D.)

Report of Task Group One: Sample Teaching Materials for Grades 6, 7, or 8

The teaching materials presented are of three types:

SAMPLE ONE: Material intended primarily for oral use
SAMPLE TWO: Material intended for oral use and for reading
SAMPLE THREE: Material intended for more advanced reading

Although the three samples are given in ascending order of difficulty, they are not in immediate sequence. They simply indicate types of materials that may be developed by the teacher at different stages of the pupils' early progress in learning Latin. SAMPLE ONE deals with the familiar surroundings of a modern classroom. The scene for SAMPLE TWO may be modern or ancient; that for SAMPLE THREE is more definitely ancient. Methodology to be employed is suggested for each sample.

Explanations and instructions are given in some detail for the benefit of a beginning teacher. An experienced teacher will be able to make adjustments to fit any given classroom situation.

Some experimental illustrations have been provided for SAMPLES TWO and THREE. They are intentionally varied in type with the expectation that reactions from pupils will provide a clue to their effectiveness. Variations are found primarily in the kind of *atmosphere* suggested. Sets One and Two are mildly suggestive of the Roman world; Set Three is more definitely Roman in tone. Illustrations for SAMPLE THREE are *mixed* American and Roman and are intended to guide the pupil from the known to the unknown.

I. SAMPLE ONE: MATERIAL INTENDED PRIMARILY FOR ORAL USE

A. *Objectives*

1. To teach the present imperative, singular and plural, of all conjugations
2. To teach the third person, singular and plural, present indicative active, of all conjugations
3. To teach the vocative and accusative cases, singular and plural, of the first two declensions
4. To introduce some vocabulary of the reading samples to follow

B. *Procedure*

1. Give each child a Roman name and the Latin words for classroom objects and fixtures. Impress these on the pupils' minds with oral drill. If necessary for clarity of sound and pronunciation, words may be written on the blackboard for visual use.
2. Continue in the same way with Latin words for teacher and pupil, masculine and feminine, singular and plural (for pupil only).
3. Begin with the Latin verbs for greeting and speaking, in present imperative, plural and singular; Latin vocative of first and second declensions, singular and plural.
4. Introduce transitive verbs and objects with appropriate gestures or actions.
5. Proceed from use of imperative to questions involving present indicative active, third person singular and plural, first with intransitive and then with transitive verbs.

N.B. Since the questions will require answers in the third person, use of that form, without an expressed subject, illustrates a fundamental difference between verbs in English and in Latin: All finite forms of a Latin verb may be used pronominally; only the imperative forms in English permit that use.

(KEY: M = magister, magistra
D = discipulus, discipula, discipulí, discipulae
N.B.: *Accent* over vowels represents *macron* or *long mark.*)

M. Salvéte, discipulí!
D. Salvé, magistra!
M. Salvé, Claudia! Díc mihi "Salvé."
D. Salvé, magistra!
M. Salvé, Iúlia! Díc mihi "salvé."
D. Salvé, magistra!
M. Dícite mihi "salvé," omnés puerí.
D. Salvé, magistra!

M. Dícite mihi "salvé," omnés puellae.

D. Salvé, magistra!

M. (Beckoning to student) Vení húc, Marce!
(Gives him a book) Portá librum ad Publium! Nunc ad sellam ambulá et conside.

In accordance with this type of drill, ask students to carry out commands. When the response indicates mastery, continue as follows:

M. Surge, Claudí! (Gesturing to him to rise)
Ad tabulam nigram ambulá! Scríbe nómen Latínum in tabulá nigrá. Bene! Ambulá ad sellam! Conside!

Drill this type of command until students display mastery of comprehension. Then proceed as follows:

M. Surge, Quínte!
(To class) Quid Quíntus agit? Surgit! Quid Quíntus agit?

D. Surgit.

M. Ambulá ad fenestram, Quínte! Quid agit Quíntus? Ambulat! Quid agit Quintus?

D. Ambulat.

M. Fenestram aperí, Quínte! Quid Quíntus agit? Fenestram aperit. Quid Quíntus agit?

D. Fenestram aperit.

Continue working in this pattern until the children can readily make the change from the teacher's question "Quid Quíntus agit?" to the 3rd person singular of the verb for which the imperative singular has been given. Drill the imperative singular and 3rd person singular present tense of all verbs listed in attached vocabulary. Frequently invert the subject and verb to "Quid agit Quíntus?"

After the class replies with ease to the question, ask one student to be *magistra* and to tell a second student to obey various commands. Ask a third student to be *discipulus* who will tell the class what the second student is doing without being asked the question "Quid agit Quíntus?"

EXAMPLES

D. 1 Surge, Claudia! (Claudia, D. 2, obeys.)

D. 3 Surgit.

D. 1 Díc mihi "salvé!" (Claudia, D. 2, obeys.)

D. 3 Dícit "salvé."

Once the class has demonstrated mastery of the shift from the imperative singular to the 3rd person singular, begin the drill on the imperative plural and 3rd person plural. This drill will be identical with that on the singular forms.

EXAMPLES

M. Surgite, Marce et Iúlí! (gesturing to them to rise)
Ad tabulam nigram ambuláte! Scribite nomen Latínum in tabulá nigrá.
Bene! Ambuláte ad sellam. Consídite!

M. Surgite, Marce et Iúlí!
(To class) Quid Marcus et Iúlius agunt? Surgunt! Quid Marcus et Iúlius agunt?

D. Surgunt.

Introduce the accusative plurals of the nouns and continue in these patterns until mastery of the plural forms has been obtained.

Verbs for additional drills

ambuló	ambuláre
audió	audíre
consídó	consídere
dícó	dícere
intró	intráre
iuvó	iuváre
portó	portáre
relinquó	relinquere
rogó	rogáre
scríbó	scríbere
stó	stáre
venió	veníre
videó	vidére

II. SAMPLE TWO: MATERIAL INTENDED FOR ORAL USE AND FOR READING

A. INTRODUCTION: The material contained in this sample is intended for presentation in a series of lessons. It consists of a reading selection with associated visual aids, varied drill exercises, suggestions for teaching vocabulary and derivatives, and items for enrichment. Grammatical explanations and suggestions for using the material have been arranged in two parallel columns, so that it may be used either by the structural or the more traditional inductive method. Arrangement of material in this way also permits ready comparison of the two methods and shows that they are closer together than their separate advocates may be prone to admit. Comparison suggests also that the desired product of the Latin classroom—the ability to read Latin—may be achieved by either method. No matter which method is used, the material is adaptable for comprehension, metaphrasing, or translation.

N.B. *Comprehension* is reading Latin in Latin for understanding. *Metaphrasing* is giving English meaning for the Latin words or phrases *in* the Latin order. *Construing* is sometimes used as a label for this process. *Translation* is giving idiomatic English meaning to the Latin phrase or sentence in normal English order. Since translation of a complex Latin sentence is a highly sophisticated skill, long practice in reading for comprehension and in metaphrasing is indispensable for learning the art. Student interest and achievement will largely depend on the teacher, whose preparation and preference will determine the choice of method.

B. GENERAL INFORMATION

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
1. Pattern readings are intended to be used with visuals.	1. Readings may be used with any pertinent visual aids which are available.
2. The exercises teach structural questions, agreement, and morphology.	2. The exercises drill syntax, morphology, and vocabulary.
3. English translations are optional.	3. English translations are optional.
4. The pattern readings and exercises anticipate the syntax, morphology, and vocabulary of the story.	4. The story anticipates syntax, morphology, and vocabulary to be taught.
5. The story is the climax to which everything else leads.	5. The story is both introduction and climax.
6. The sample contains the following syntactical structures:	6. The sample contains the following constructions:
a. the intransitive kernel—Marcus ambulat	a. subject and intransitive verb —Marcus ambulat
b. the transitive kernel—Rúfus Annam videt	b. subject, transitive verb, direct object—Rúfus Annam videt
c. adverbial noun phrases — ex vícó	c. prepositional phrases — ex vícó
d. agreement of subject and verb	d. agreement of subject and verb
e. the connector *et* N.B.: It is assumed that the linking kernel has been mastered through preliminary oral activities in the classroom.	e. the conjunction *et* N.B.: It is expected that the student is familiar with *est* and *sunt* through preliminary oral activities in the classroom.
7. The morphology includes:	7. The morphology includes:
a. nouns in nominative, accusative, and ablative singular and plural, 1st and 2nd declensions	a. nouns in nominative, accusative, and ablative singular and plural, 1st and 2nd declensions
b. verbs in 3rd person singular and plural, indicative, active voice, all conjugations N.B.: It is expected that the student is familiar with the	b. verbs in 3rd person singular and plural, indicative, active voice, all conjugations N.B.: It is expected that the student is familiar with the 2nd

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
2nd person and the imperative from the oral activities of the classroom.	person and the imperative from the oral activities of the classroom.
8. The style of the Latin on the visuals reflects the difference between English and Latin in the area of word order and the possibilities of abbreviation.	8. The word order is varied on the pictures to accustom the student to the fact that form and not position determines the use of a Latin word, as well as to introduce immediately the possibility of omitting subject or object, or other words.
9. Each of the pattern readings and exercises stresses a particular point of syntax, morphology, or style. They are but samples which can be altered in length and vocabulary, but not in syntax or morphology.	9. Each of the drills stresses a particular point of syntax, morphology, or word order. These samples may be altered in length and vocabulary, but not in syntax or morphology.
10. Adverbs found in the material are included in the vocabulary at this point.	10. Adverbs found in the material are included in the vocabulary at this point.
11. It must be remembered that preliminary oral activities of the classroom will enlarge the student's grasp on structure, morphology, and vocabulary both through the natural environment and additional visuals.	11. It must be remembered that preliminary oral activities in the classroom will enlarge the student's grasp of syntax, morphology, and vocabulary both through the natural environment and additional pictures.
12. The rules of metaphrasing (i.e., structural translation) concern the difficulties of understanding Latin in the order in which it is produced. They derive from the normal word order of English since the student approaches Latin with his habitual expectations and must learn to cope with the different ways in which Latin fulfills them. To do so, he must become aware of his habits as well as the habits of the speaker of Latin.	12. As the student's ability to translate is developed, emphasis must be put on the correct use of the idiom of each language. "Rúfus Annam videt" is never finally translated: "Rufus Anna sees." By use of the correct English word order the student indicates his understanding of the use of the Latin morphology.

C. SPECIFIC INFORMATION

I. THE INTRANSITIVE KERNEL	I. SUBJECT AND INTRANSITIVE VERB
1. *Latin Syntax*	1. *Latin Syntax*
a. Subject and verb make a complete kernel.	a. Subject and verb form a complete thought.

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
b. The verb shows number in agreement with the subject	b. The verb agrees with the subject in number.
c. The pronoun subject almost invariably remains unexpressed.	c. If the subject is a personal pronoun, it is usually contained in the ending of the verb rather than expressed as a separate word.
d. The connector "et" joins structural sames.	d. The conjunction "et" joins equal things.
2. *Morphology*	2. *Morphology*
a. The verb is always marked for singular and plural: the morphemes are -t and -nt in this sample.	a. The verb changes its ending to indicate singular and plural: -t is the singular ending, -nt the plural in this sample.
b. The noun is always marked for singular and plural, but not always by the same morpheme.	b. The noun changes its ending to indicate singular and plural, but these endings are not always the same.
3. *Structural Questions*	3. *Questions for Oral Drill*
a. subject, singular (personal noun or pronoun)—Quis?	a. subject, singular (noun or pronoun)—Quis?
b. subject, plural (personal noun or pronoun)—Quí?	b. subject, plural (noun or pronoun—Quí?
c. predicate, singular verb — Quid agit?	c. predicate, singular verb — Quid agit?
d. predicate, plural verb—Quid agunt?	d. predicate, plural verb—Quid agunt?
N.B.: The question words are somewhat arbitrarily chosen substitution symbols.	N.B.: Interrogative words used to introduce questions are arbitrarily chosen.
4. *Style*	4. *Style*
Word order is a matter of style, not of syntax as in English.	Word order is a matter of style, not of syntax as in English.
5. *Metaphrasing* (i.e., structural translation)	5. *Translation*
English syntax demands the word order, subject-predicate.	English syntax demands the word order, subject-predicate.
II. THE TRANSITIVE KERNEL	II. SUBJECT, VERB, DIRECT OBJECT
1. *Latin Syntax*	1. *Latin Syntax*
a. Subject, verb, and direct object make a complete kernel.	a. Subject, verb, and direct object form a complete thought.
b. Subject and direct object are distinguished, not by word	b. Subject and direct object are distinguished, not by word

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
order, but by case (case ending). In this sample the case for the subject is the nominative, the case for the object is the accusative.	order, but by case (case ending). In this sample the case for the subject is the nominative, the case for the object is the accusative.
c. The pronoun direct object may remain unexpressed.	c. The pronoun direct object may remain unexpressed.
d. Prepositions pattern with nouns in the accusative or ablative case.	d. Prepositions with their following nouns constitute a pattern in the accusative or ablative case.
e. Prepositional phrases are expansions of the predicate.	e. Prepositional phrases are expansions of the predicate.
2. *Morphology*	2. *Morphology*
a. The noun is always marked for case. The nominatives should be learned individually at this stage.	a. The noun always indicates its case by its ending. The nominatives should be learned individually at this stage.
b. The morpheme for accusative singular may be described as *m*.	b. For the present the accusative singular will end in *am* or *um*.
c. The morpheme for accusative plural may be described as -s (i.e., length plus "s").	c. For the present the accusative plural will end in *ás* or *ós*.
d. The morpheme for ablative singular may be described as length.	d. For the present the ablative singular will end in *á* or *ó*.
e. The morpheme for ablative plural may be described as *ís*.	e. For the present the ablative plural will end in *ís*.
3. *Structural Questions*	3. *Questions for Oral Drill*
a. direct object, singular (personal noun or pronoun) — Quem?	a. direct object, singular (noun or pronoun)—Quem?
b. direct object, plural (personal noun or pronoun) — Quós?	b. direct object, plural (noun or pronoun)—Quós?
c. direct object, singular (nonpersonal noun or pronoun) —Quid? Quam rem?	c. direct object, singular (noun or pronoun) — Quid? Quam rem?
d. direct object, plural (nonpersonal noun or pronoun) —Quae? Quás rés?	d. direct object, plural (noun or pronoun) — Quae? Quás rés?
e. adverbials — Unde? Ubi? Quó?	e. interrogative adverbs— Unde? Ubi? Quó?
4. *Metaphrasing*	4. *Translation*
a. English syntax prefers the	a. English syntax prefers the

order, subject-verb-direct object.

b. Prepositional phrases may follow the verb phrase.

III. PATTERN READINGS

The pattern readings and exercises are designed to formalize the knowledge which the student has already acquired through the informal oral activities of the classroom and to prepare for the story. The pattern readings may be used both with and without the visuals.

The visuals provide a vicarious context of reality. They reflect changes in the structure of the sentence. It is assumed that when the visuals are presented to the students the necessary structural questions will have been taught already or will be taught explicitly as the occasion arises. The following is a sample of an approach to the presentation of pattern readings in conjunction with visuals.

1. The visual materials (Visual I a 1) should be projected on a screen with all visuals and captions masked.
2. Visual I a 1, but not caption, should be revealed.
3. The teacher will pronounce "Marcus ambulat" and students will repeat in chorus.
4. The teacher will pronounce "Ambulat Marcus" and students will repeat in chorus.
5. The teacher will pronounce "Ambulat" and students will repeat in chorus. (For steps 3, 4, 5, the teacher may also request repetition by individuals.)
6. The teacher will reveal captions for I a 1 and the procedures for 3, 4, and 5 will be repeated. The teacher will relate sound and graphic representation by use of a pointer.

order, subject-verb-direct object.

b. Prepositional phrases may follow the verb.

III. READINGS

The readings and exercises are designed to formalize the knowledge which the student has already acquired through the informal activities of the classroom and the inductive approach to the story. The readings may be used both with and without the pictures. They may well be used inductively as introduction to the reading selection, in which event the pictures will provide much assistance. The most effective combination will be the use together of questions, readings, and pictures, the order being varied by the teacher. It is important to note that overhead projectors or other mechanical devices are not essential to the employment of visual aids. The pictures accompanying these readings, for example, can be displayed simply by being held before the class. Or pictures taken from commercial sources, such as magazines, can be supplied with Latin captions and displayed. Students will enjoy making appropriate pictures as projects, or the Art Department may take on such an assignment. And, of course, a gifted teacher may simply do a drawing on the blackboard. No class needs to be deprived of the advantages to be gained by the use of these or similar pictures, simply because the new devices are not available.

(The parallel arrangement ends here.)

7. The teacher will ask structural questions. Choral or individual responses may be requested by the teacher.
    a) Q. Quis ambulat?
    R. Marcus
    (It is recommended that student be instructed to respond with only that element requested by the structural question and not with a complete sentence, since the response "Marcus ambulat" requires mimicry only. Teachers who cannot brook an elliptical response may request that the structural response be placed as the first element in the response sentence.)
    b) Q. Quid agit Marcus?
    R. Ambulat.
8. The teacher may now reveal only one of the sentences in the caption and ask the questions given in 7a and b.
9. At this juncture the teacher may ask for an inductive formulation regarding the differences in word order on syntactic meaning in Latin.
10. The teacher will then inform the students that they will be given further examples to see whether or not the generalizations which they may have made will hold true.
11. The remaining captions may be introduced in a fashion similar to the above.

    N.B.: All of the above should be accomplished at a fairly rapid pace. The teacher will, of course, avoid a stereotyped approach to structural drills and will introduce variations along with humor and techniques for personal involvement of individual students.
12. After all visuals and captions in I a 1 have been successively revealed and introduced, the teacher may then ask questions with all visuals and captions revealed:
    a) Quotá in pictúrá Anna ambulat et rídet?
    Quotá in pictúrá rídent et ambulant Marcus et Anna?
    etc.
    (Students may be informed to respond by indicating the number with their fingers, until ordinals are learned.)
    b) Prímá in pictúrá quid agit Marcus?
    Quartá in pictúrá quis rídet?
    Quintá in pictúrá quis rídet?
    Quintá in pictúrá quid agit Anna?
    etc.
    c) The teacher may then place a mask over the captions and repeat (with variation) the procedures given in 12, above.
13. Testing may consist of the same type of responses elicited in the structural questions. It is recommended that a variety of types of responses be included, i.e., recognition (quotá in pictúrá), recall (quid agit Anna prímá in pictúrá) with teacher pointing at the appropriate visual.
14. The teacher may dictate selected sentences from the above structural drill and ask students to make line drawings to describe these sentences.
15. The teacher may present visual without caption and in altered sequence, and ask the students to write sentences which describe the visual adequately.

Without visuals the Pattern readings can be used in a variety of ways to prepare the students for the problems of reading Latin. These problems are:

THE STRUCTURAL APPROACH

1. The difference in meaning of word order between English and Latin. The teacher presents the sentence in one word order. Students produce or read it in another order.
2. The difference between English and Latin in dependence upon context, e.g.: Does *Rúfus Annam videt* mean the same as *Videt Annam?* Yes, if Rúfus has been mentioned before; no, if not.
3. The difference in sequence of ideas between English and Latin. This is taken care of by the technique of metaphrasing, e.g.: *Marcum* = Blank blanks Marcus. *Rídent* = Blanks laugh. This technique can be used to teach structural translation.

D. LIST OF MATERIALS WITH RECOMMENDATIONS FOR USE

N.B.: The order in which the materials are used is left entirely to the discretion of the teacher.

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
1. Pattern Readings	1. Readings
a. Intransitive Kernel	a. Subject and Intransitive Verb

Section 1
Section 2

(Use according to instructions in B and C above.)

Exercise 1: Questions
Exercise 2: Matching
Exercise 3: Matching

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
2. Pattern Readings	2. Readings
a. Transitive Kernel	a. Transitive Verb and Direct Object

Section 1
Section 2
Exercise 1: Questions
Exercise 2: Matching

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
3. Adverbial Noun Phrases	3. Prepositional Phrases

Section 1
Exercise 1: Questions

THE STRUCTURAL APPROACH	THE INDUCTIVE APPROACH
4. Pattern Readings: Review	4. Readings: Review

Section 1
Exercise 1: Questions
Exercise 2: Matching

5. Story: Duo Amici

(Use according to patterns and suggestions above.)

6. **Mastery and Review of Vocabulary**
7. **Derivatives**
8. **Enrichment**

1. PATTERN READINGS	**1. READINGS**
a. Intransitive Kernel	**a. Subject and Intransitive Verb**

Section 1

Marcus ambulat.
Ambulat Marcus.
Ambulat.

Anna ambulat.
Ambulat Anna.
Ambulat.

Marcus et Anna ambulant.
Anna et Marcus ambulant.
Ambulant Marcus et Anna.
Ambulant Anna et Marcus.
Ambulant.

Ambulat et rídet Marcus.
Marcus ambulat et rídet.
Rídet et ambulat Marcus.
Ambulat Marcus et rídet.
Rídet Marcus et ambulat.
Ambulat et rídet.

Ambulat et rídet puer.
Puer ambulat et rídet.

Ambulat et rídet Anna.
Anna ambulat et rídet.

Puella rídet et ambulat.
Ambulat puella et rídet.

Anna et Marcus rídent et ambulant.
Rídent et ambulant Anna et Marcus.
Rídent Anna et Marcus et ambulant.
Rídent et ambulant.

Section 2

Quintus ambulat.
Ambulat Quintus.

Ambulat et rídet Quintus.
Quintus rídet et ambulat.
Ambulat et rídet.

Marcus et Quintus ambulant et rídent.
Ambulant et rídent.

Anna et Marcus et Quintus ambulant et rídent.
Ambulant et rídent.

Anna et Claudia rídent.
Puellae rídent.
Rídent puellae.

Marcus et Quintus natant.
Natant Marcus et Quintus.
Puerí natant.

Currunt Quintus et Marcus.
Puerí currunt.
Amící currunt.

Puerí currunt.
Currunt puellae.

Puellae et puerí currunt.
Currunt puerí et puellae.

Claudia et Anna natant.
Amícae natant.
Natant amícae.

Exercise 1: Questions

Directions: Respondé Latíné.

1. Marcus ambulat. Quis ambulat?
2. Quintus ambulat. Quis ambulat?
3. Ambulat Marcus. Ambulatne Marcus?
4. Quintus ambulat. Ambulatne Quintus?
5. Marcus ambulat. Quid agit Marcus?
6. Ambulant Marcus et Quintus. Quí ambulant?
7. Marcus et Quintus ambulant. Ambulantne?
8. Puerí ambulant. Quí ambulant?
9. Ambulant amící. Quí ambulant
10. Ambulant puerí. Quid agunt puerí?

Exercise 2: Matching

Directions: Match the nouns and verbs according to number. Write both the Latin sentence and the English sentence.

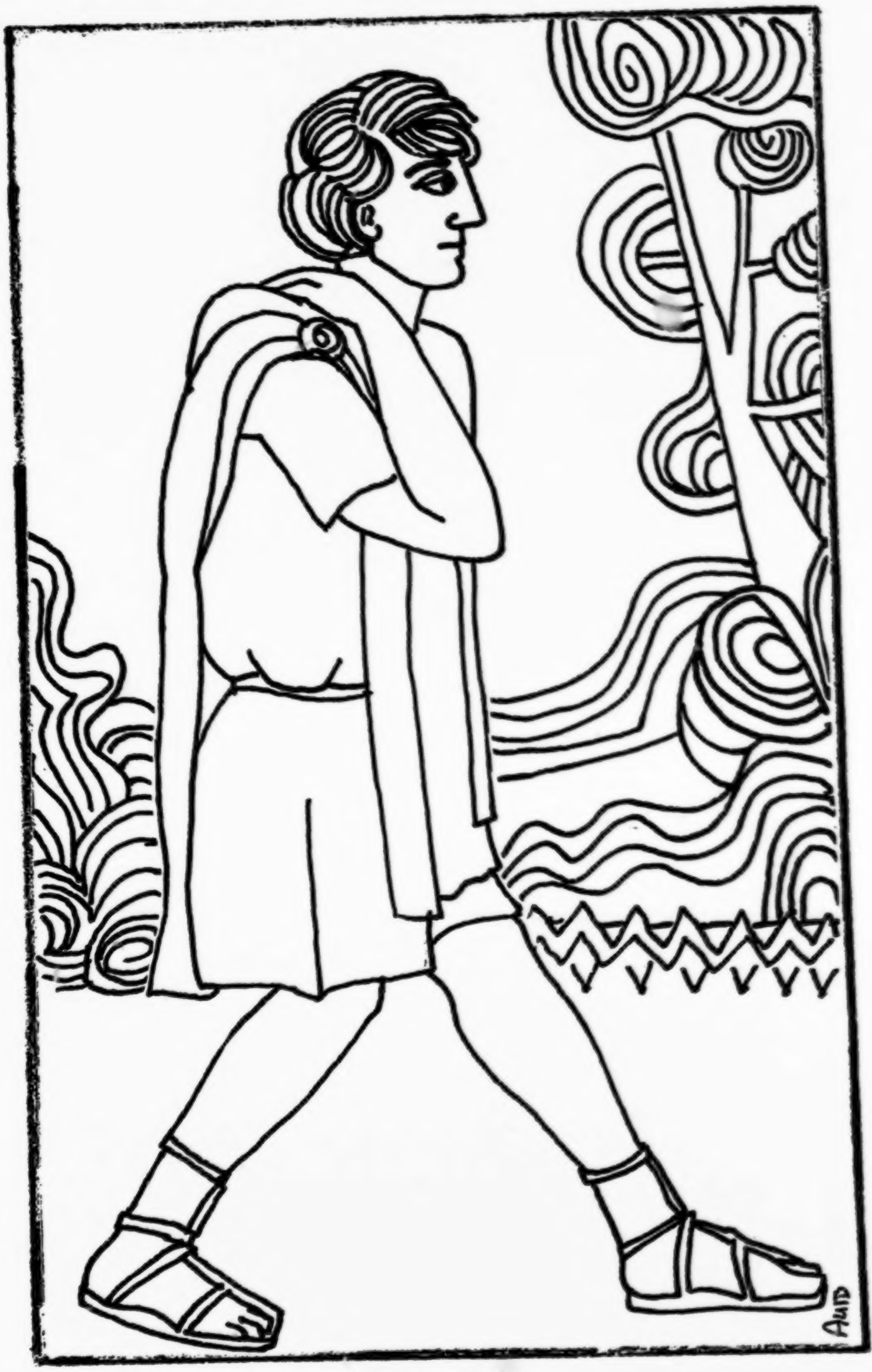
1. Ambulat puer/puerí.

2. Currunt puella/puellae.
3. Veniunt puer/puerí.
4. Lúdit amícus/amící.
5. Saliunt puella/puellae.
6. Iuvant amícus/amící.
7. Sedet puer/puerí.
8. Stant puella/puellae.
9. Intrant amícus/amící
10. Natant puer/puerí.
11. Spírat puella/puellae.
12. Rídent amícus/amící.

Exercise 3: Matching

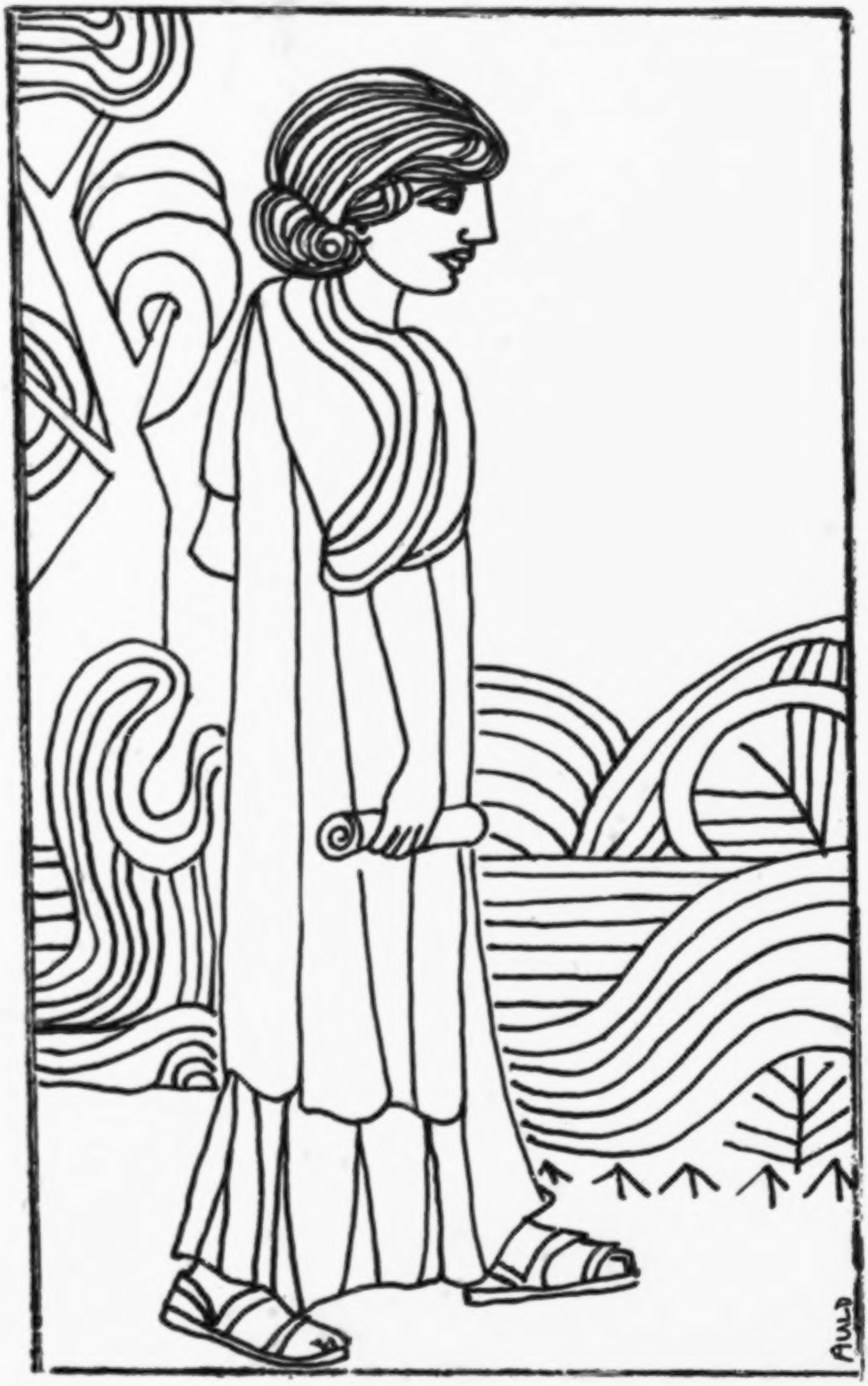
Directions: Match nouns and verbs according to numbers. Write both the Latin and English.

1. Puerí rídet/rídent.
2. Puella natat/natant.
3. Amící venit/veniunt.
4. Puellae currit/currunt.
5. Discipulus scríbit/scríbunt.
6. Puer natat/natant.
7. Marcus sedet/sedent.
8. Discipulus stat/stant.
9. Magister intrat/intrant.
10. Magistrae iuvat/iuvant.

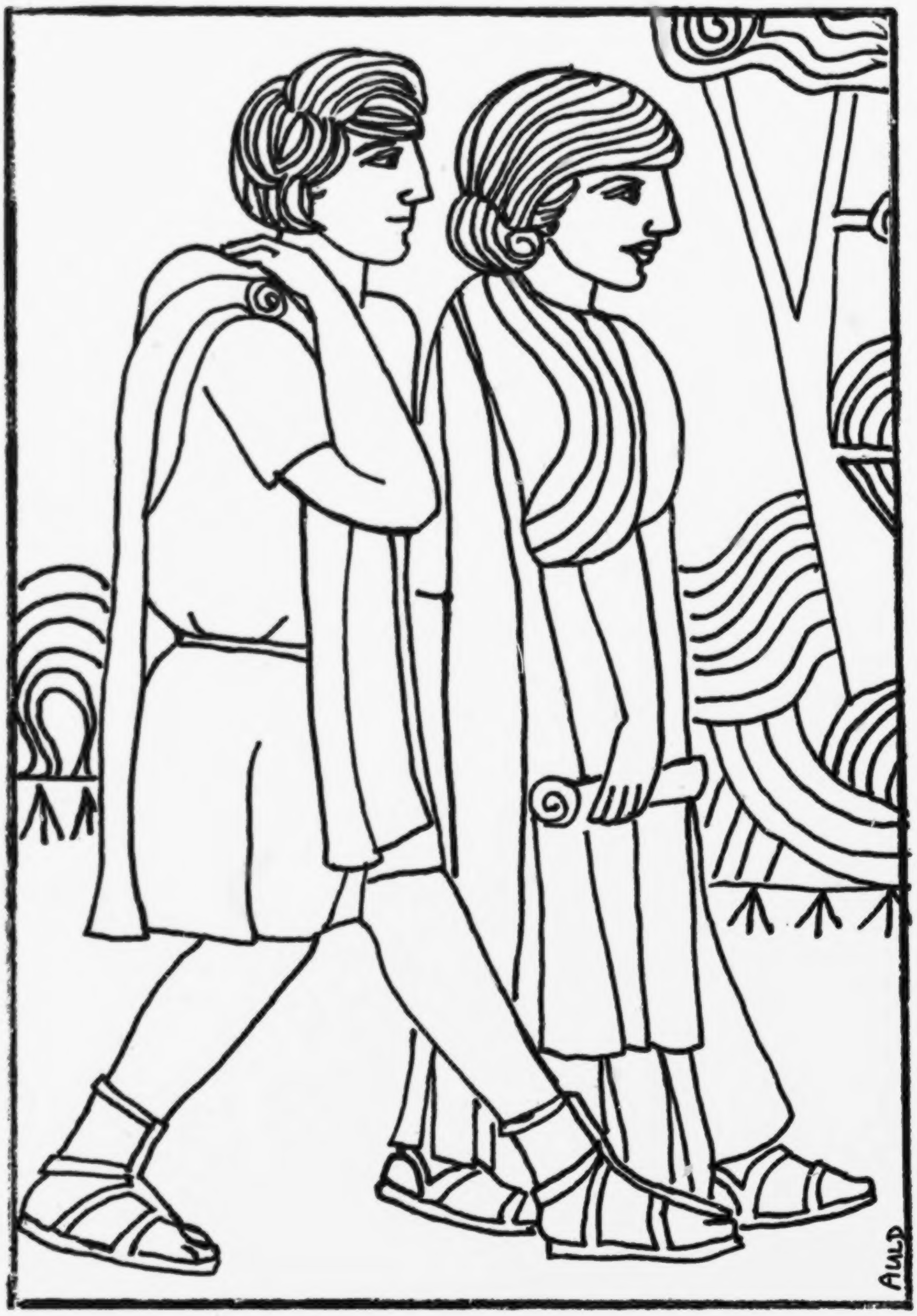


Marcus ambulat.
Ambulat Marcus.
Ambulat.

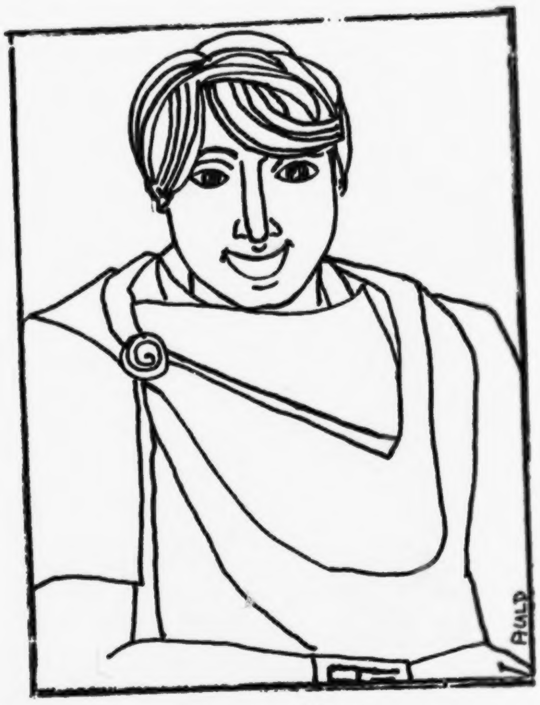
Visual I a 1



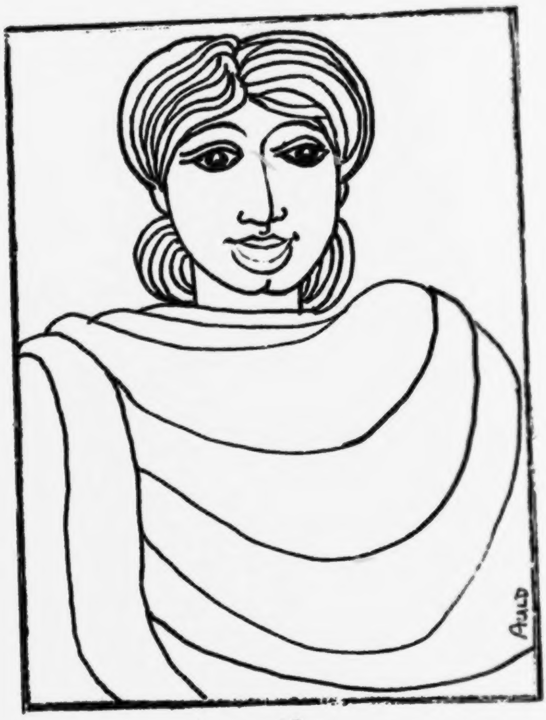
Anna ambulat.
Ambulat Anna.
Ambuľat.



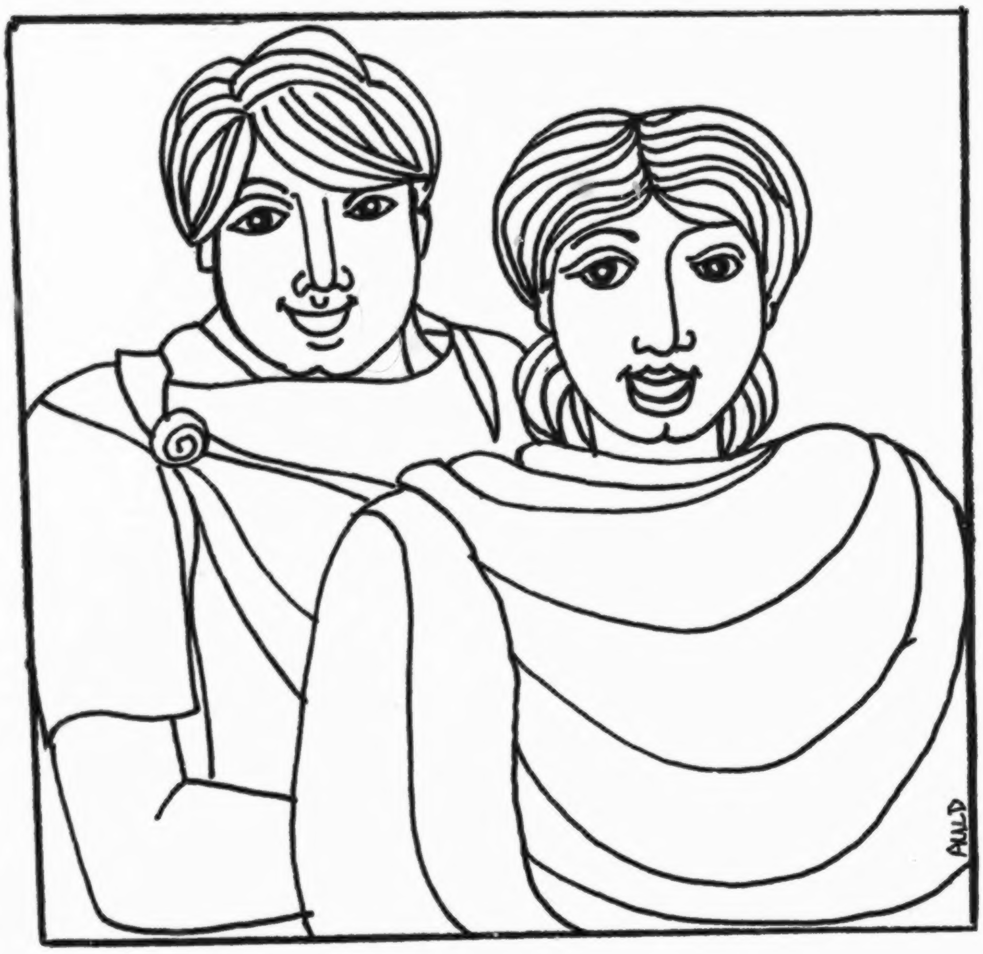
Marcus et Anna ambulant.
Anna et Marcus ambulant.
Ambulant Marcus et Anna.
Ambulant Anna et Marcus.
Ambulant.



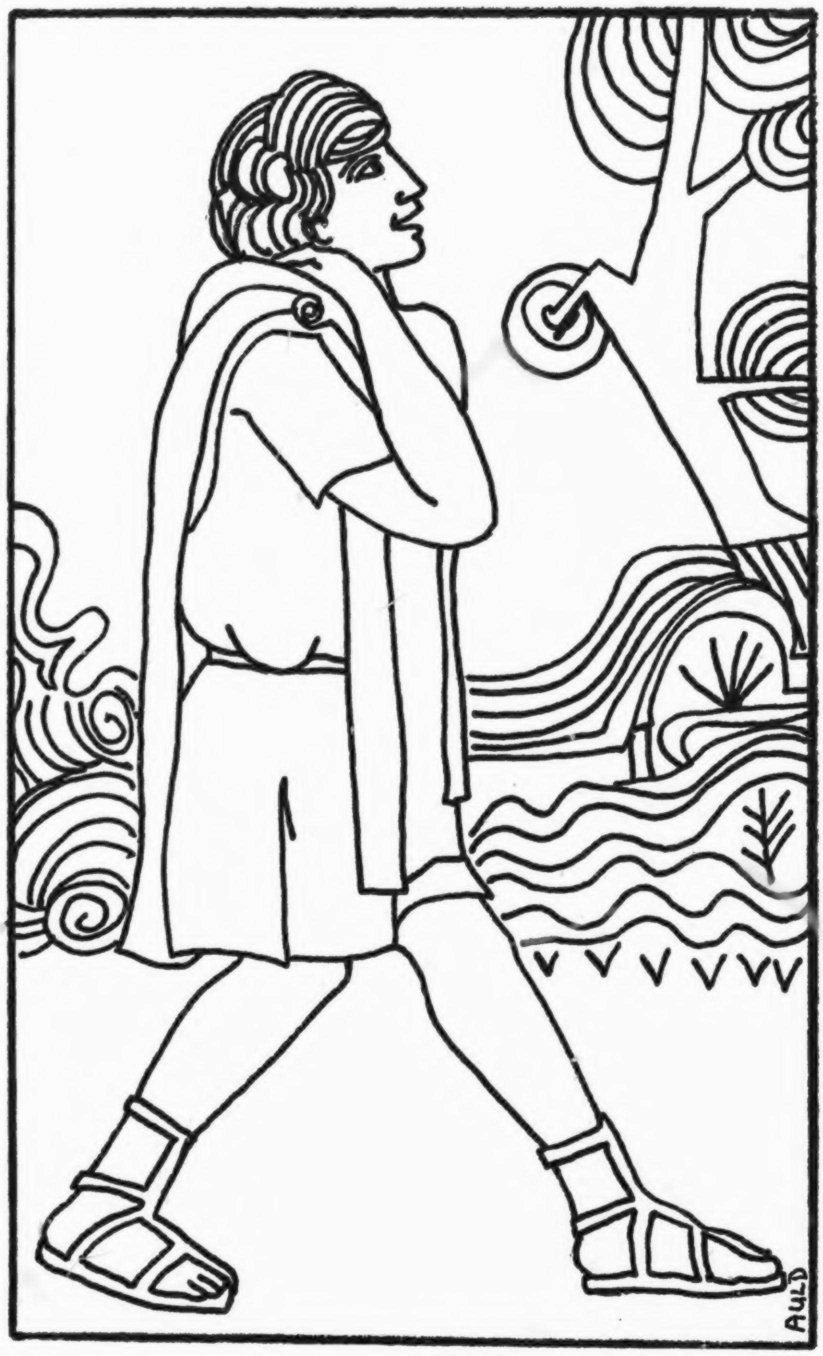
Marcus rídet.
Rídet Marcus.
Rídet.



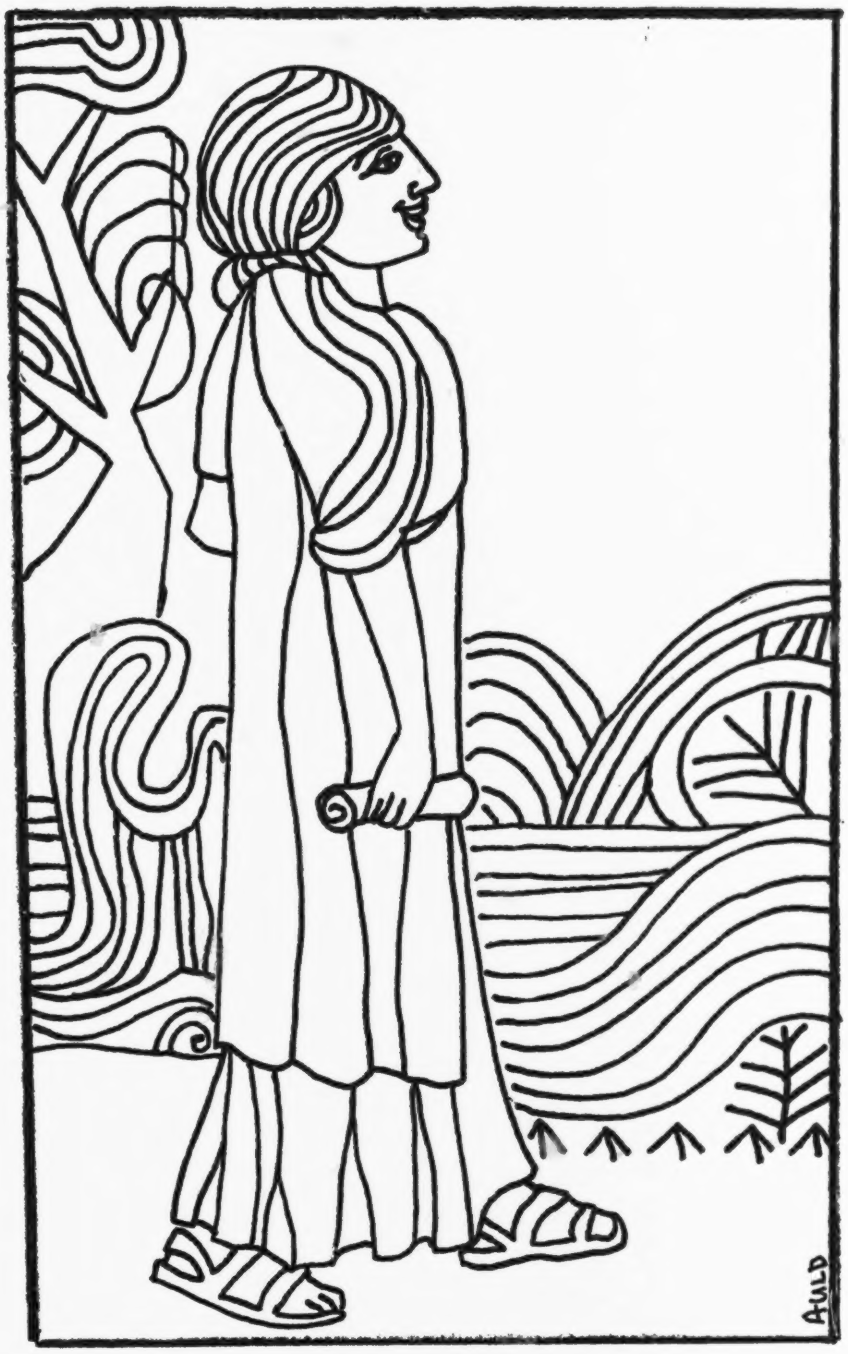
Anna rídet.
Rídet Anna.
Rídet.



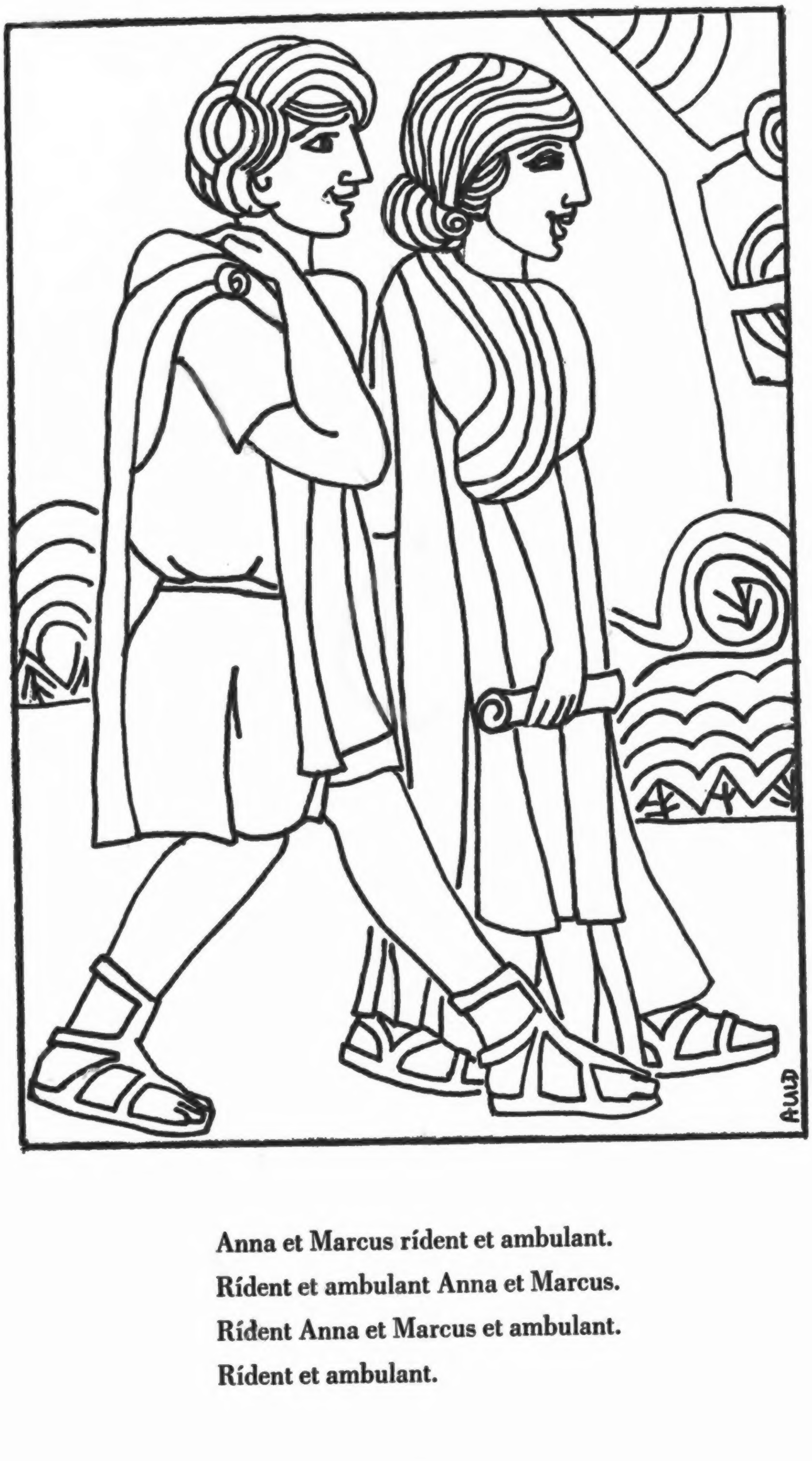
Marcus et Anna rīdent.
Anna et Marcus rīdent.
Rīdent Marcus et Anna.
Rīdent Anna et Marcus.
Rīdent.



Ambulat et rídet Marcus.
Marcus ambulat et rídet.
Rídet et ambulat Marcus.
Ambulat Marcus et rídet.
Rídet Marcus et ambulat.
Ambulat et rídet.
Rídet et ambulat.



Ambulat et rídet Anna.
Anna ambulat et rídet.
Rídet et ambulat Anna.
Ambulat Anna et rídet.
Rídet Anna et ambulat.
Ambulat et rídet.
Rídet et ambulat.



Anna et Marcus rídent et ambulant.
Rídent et ambulant Anna et Marcus.
Rídent Anna et Marcus et ambulant.
Rídent et ambulant.

2. PATTERN READINGS

a. The Transitive Kernal

2. READINGS

a. Subject-Transitive Verb-Direct Object

Section 1

Rúfus Annam videt.
Annam Rúfus videt.
Annam videt.
Videt Annam.

Rúfum Anna videt.
Videt Rúfum Anna.
Anna Rúfum videt.
Rúfum videt.

Rúfus Annam videt et amat.
Annam videt et amat Rúfus.
Videt et amat Annam Rúfus
Videt et amat Annam.

Anna Rúfum videt et nón amat.
Rúfum videt et nón amat Anna.
Videt et nón amat Anna Rúfum.

Videt Anna Rúfum
Nón amat Anna.
Videt Anna Marcum.
Amat.

Section 2

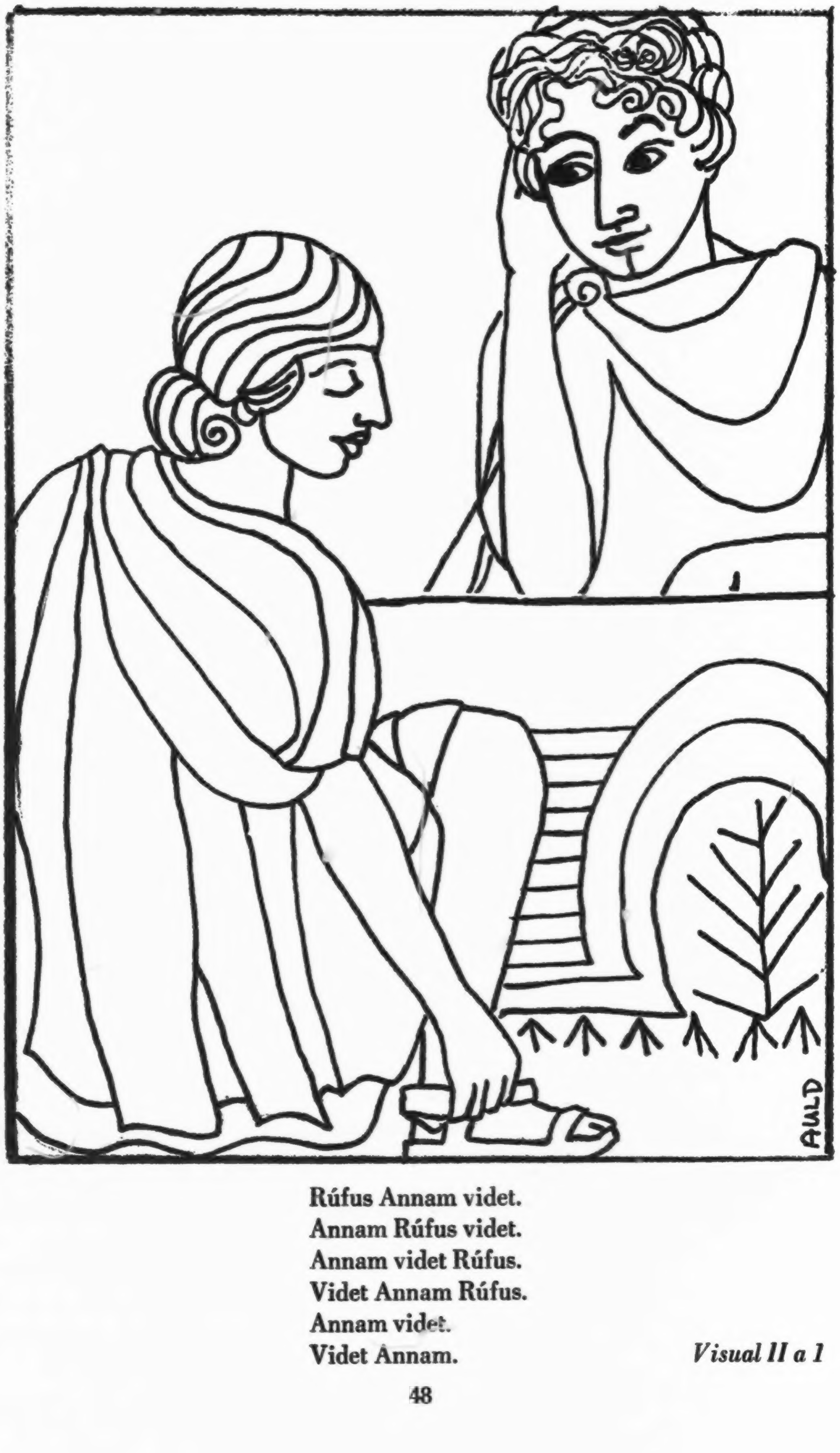
Anna Marcum videt.
Anna videt Quintum.
Marcum et Quintum Anna videt.
Puerós Anna videt.
Puerí Annam vident.
Puellam vident puerí.
Annam et Claudiam puerí vident.
Puellás vident puerí.
Puellae vident puerós.
Vident puerós.
Puellae amant.

Exercise 1: Questions

Directions: Respondé Latíné.

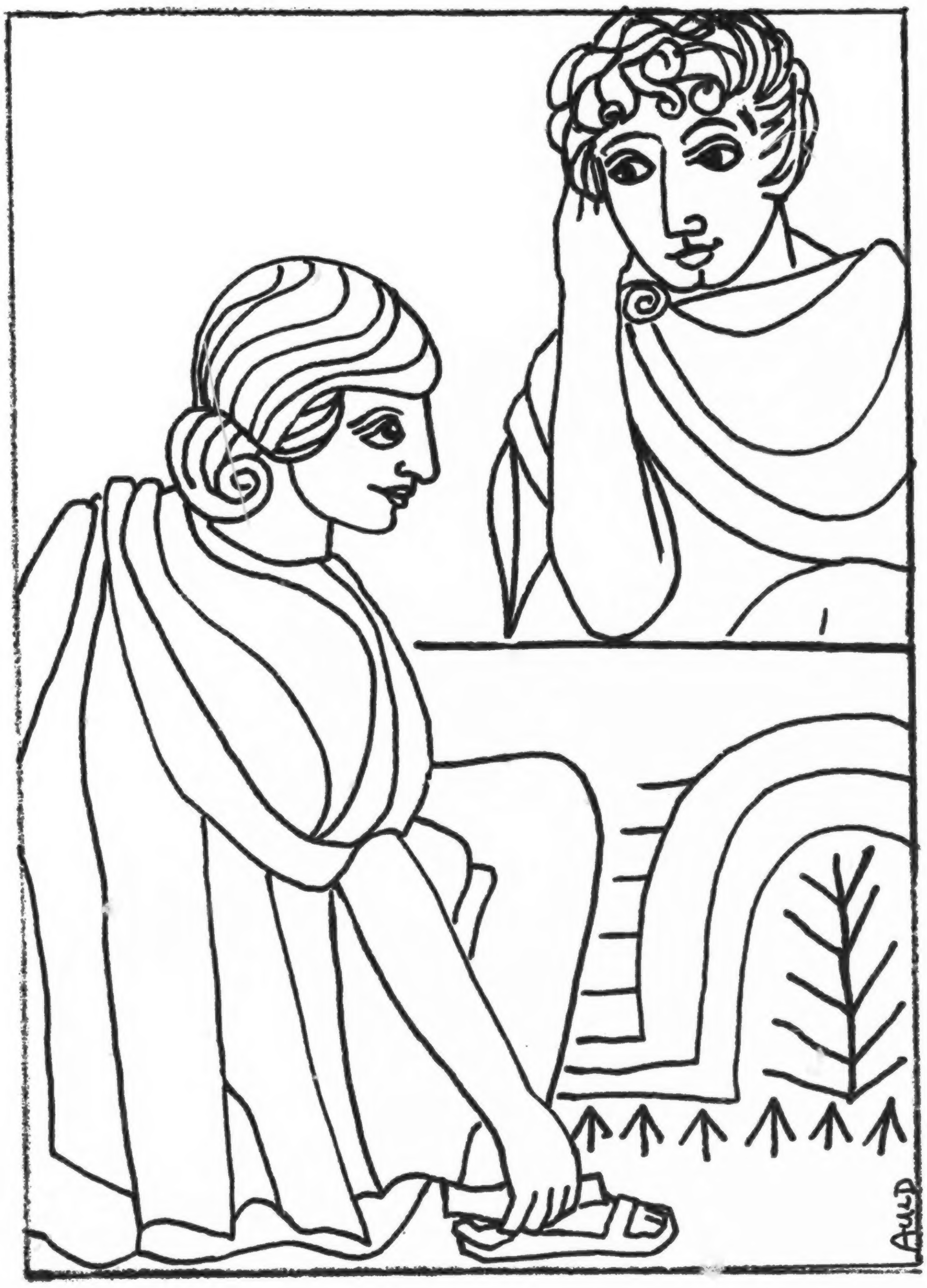
1. Anna Marcum videt. Quem videt?
2. Puerós Anna videt. Quid agit?
3. Puerós Anna videt. Quós videt?
4. Puellás vident puerí. Quí vident?
5. Puellás vident puerí. Quós vident?

(ETC.)

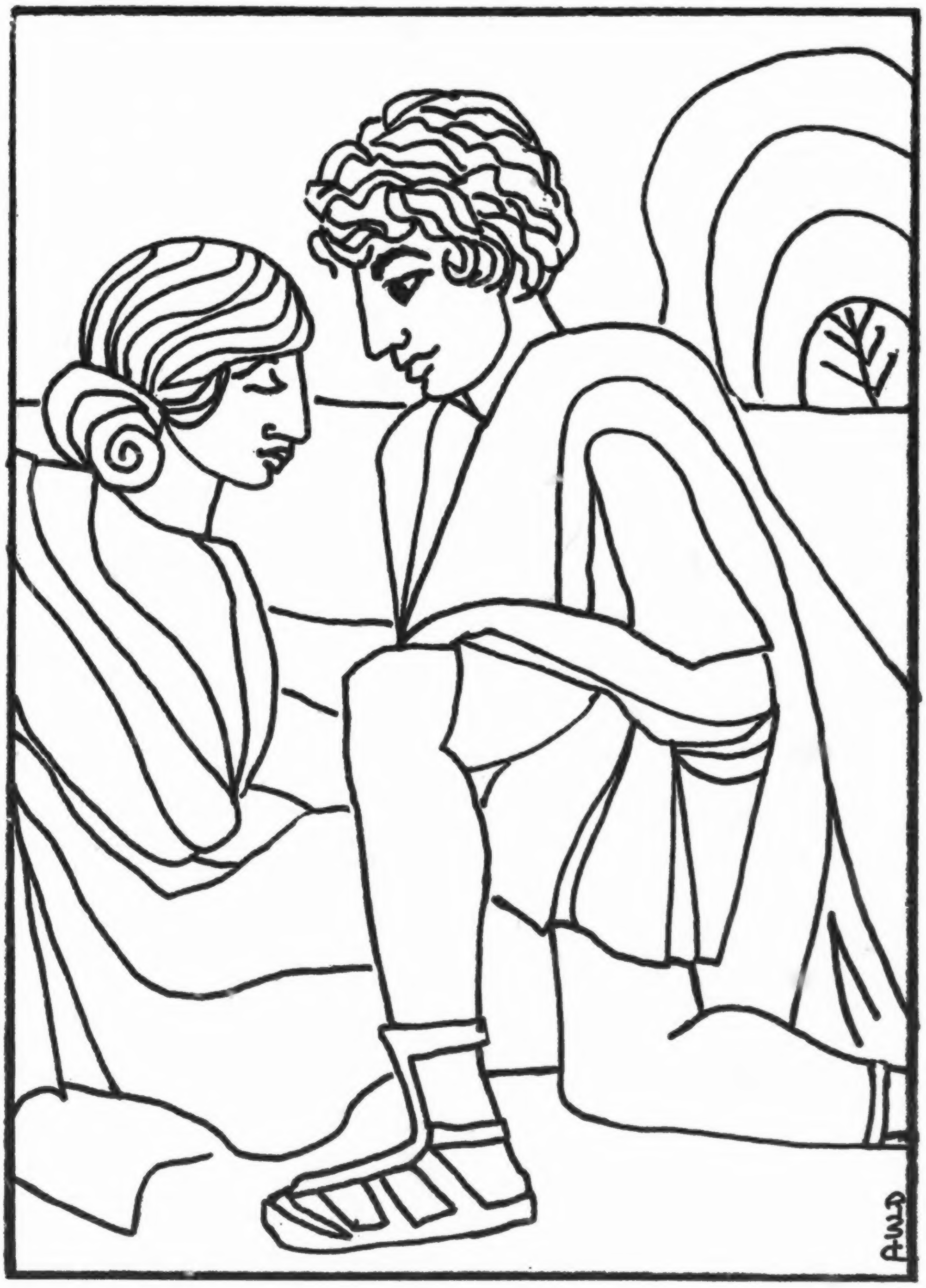


Rúfus Annam videt.
Annam Rúfus videt.
Annam videt Rúfus.
Videt Annam Rúfus.
Annam videt.
Videt Annam.

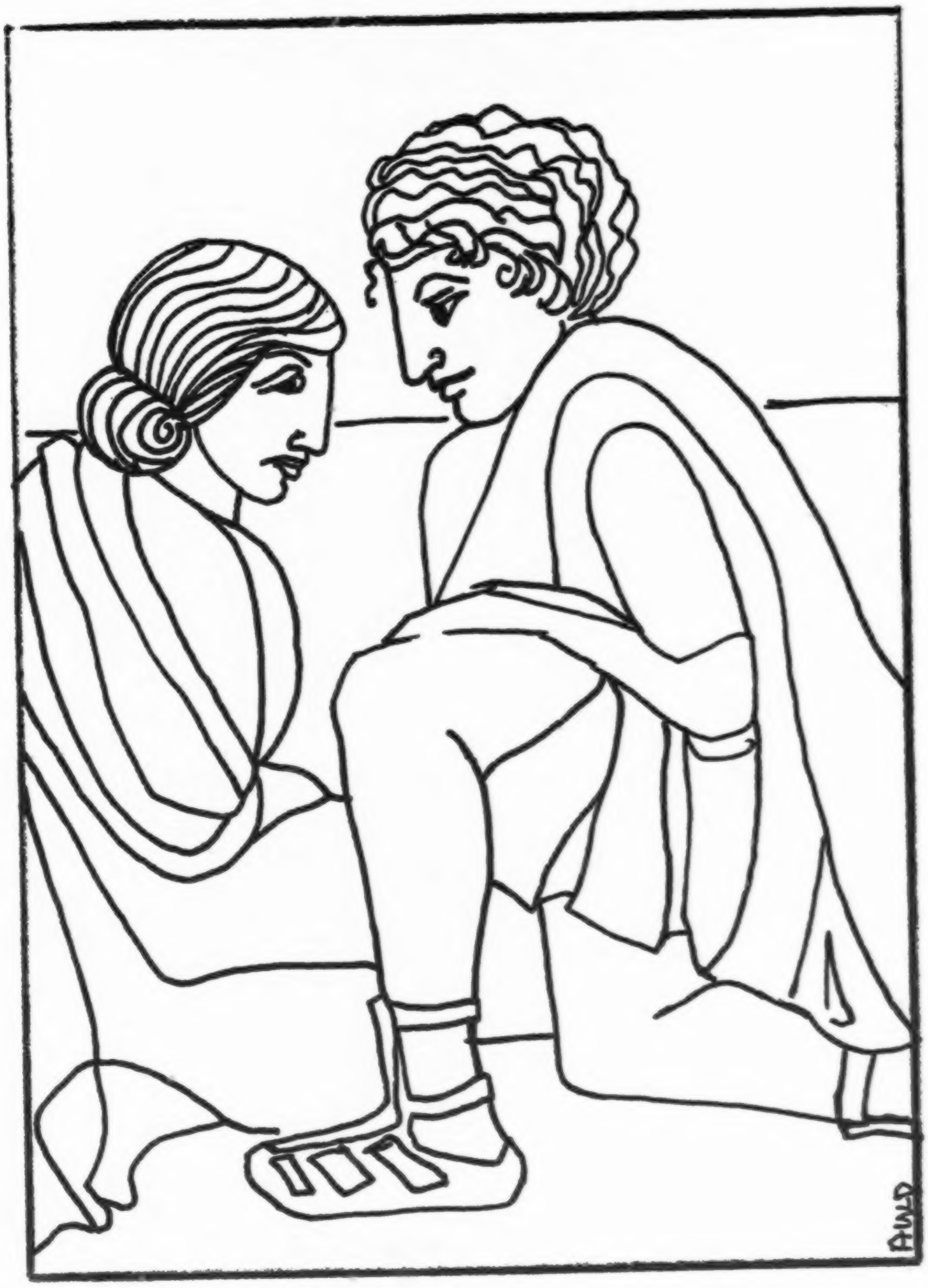
Visual II a 1



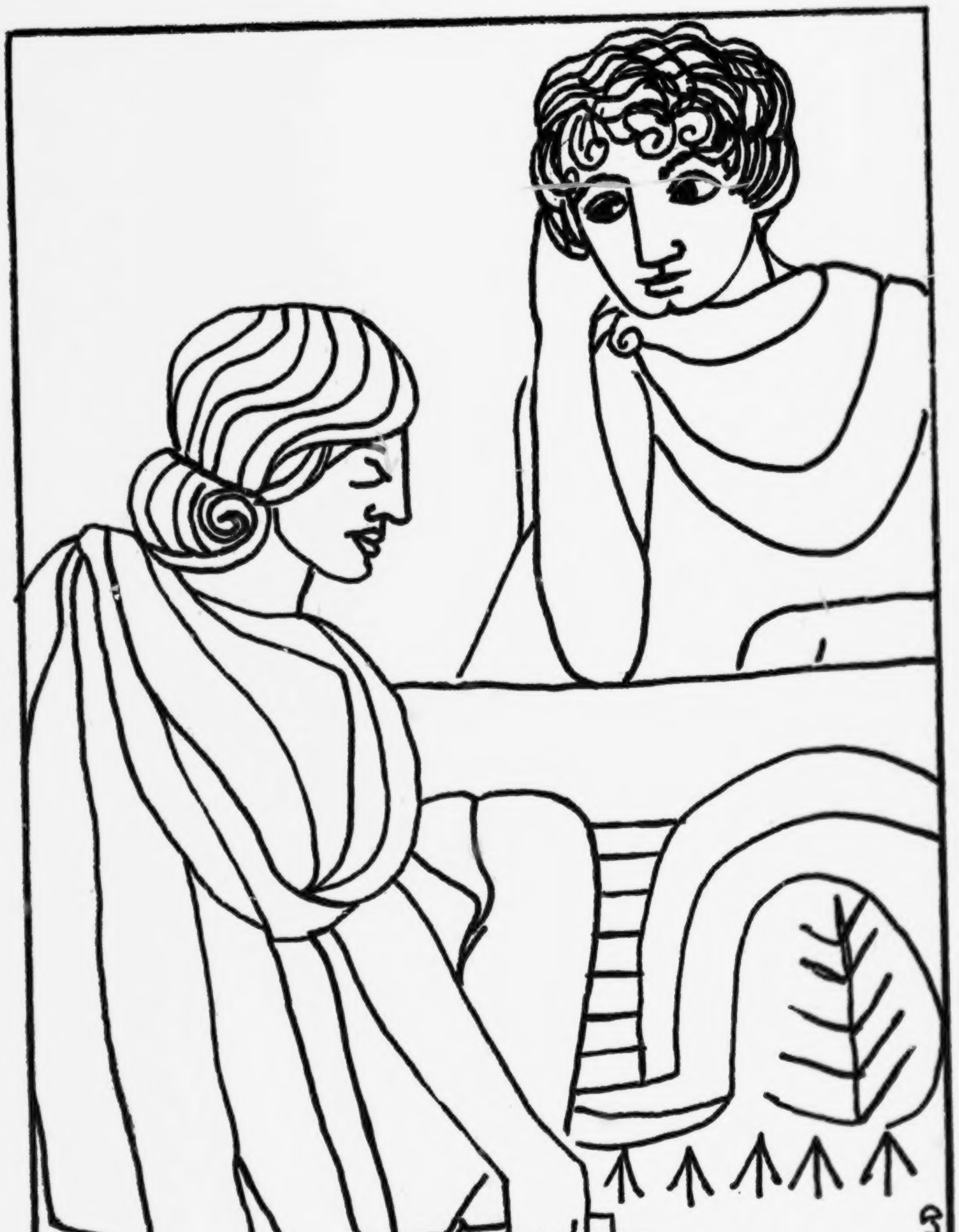
Anna Rúfum videt.
Rúfum Anna videt.
Videt Rúfum Anna.
Rúfum videt Anna.
Videt Anna Rúfum.
Rúfum videt.
Videt Rúfum.



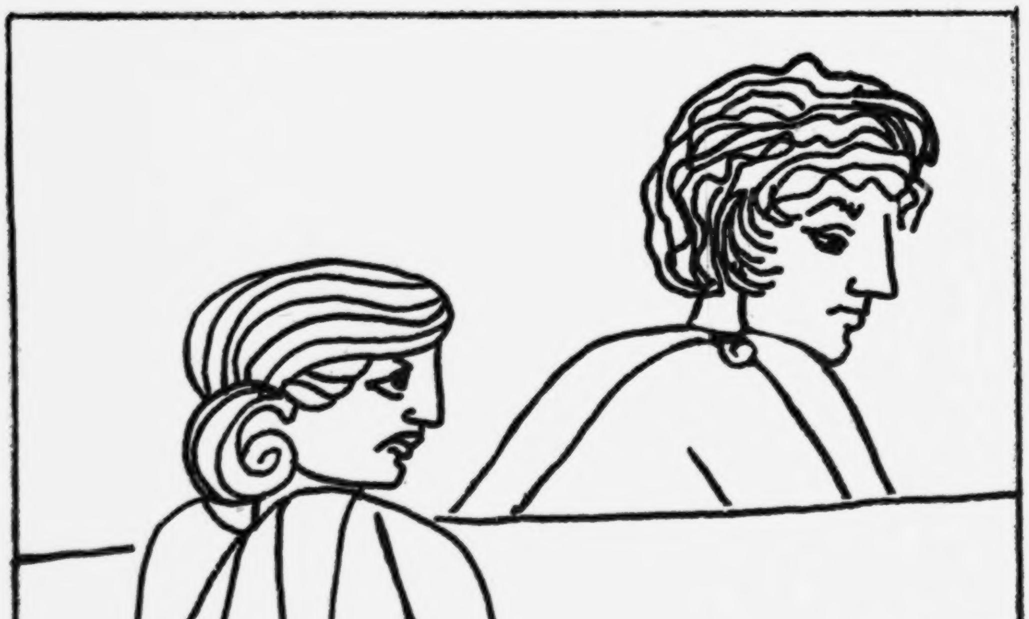
Rúfus Annam amat.
Amat Rúfus Annam.
Annam amat Rúfus.
Amat Annam Rúfus.
Annam amat.
Amat Annam.



Anna Rúfum nón amat.
Rúfum Anna nón amat.
Nón amat Rúfum Anna.
Rúfum nón amat Anna.
Nón amat Rúfum.
Rúfum nón amat.



Rúfus Annam videt et amat.
Annam videt et amat Rúfus.
Videt et amat Annam Rúfus.
Videt et amat Annam.
Annam videt et amat.



Anna Rúfum videt et nón amat.
Rúfum videt et nón amat Anna.
Videt et nón amat Anna Rúfum.
Rúfum videt et nón amat.
Videt et nón amat Rúfum.

Exercise 2: Matching

Directions: Change the number of the italicized noun and of the verb if necessary. Write both the Latin and the English.

1. *Puerós* puella amat.
2. Puerós *puella* videt.
3. Scríbunt *discipulí* litterás.
4. *Discipulam* magister exspectat.
5. *Amícus* intrat.

(ETC.)

3. ADVERBIAL NOUN PHRASES

3. PREPOSITIONAL PHRASES

Section 1

Ex vícó Marcus et Quintus ambulant.
Ad óram maritimam pálás et situlam portant.
Fodiunt in aréná fossam et múrum.
In situlá aquam ad fossam portant.
Aquam fundunt ex situlís in fossam.
Aqua resídit in arénam.
(ETC.)

Exercise 1: Questions

Directions: Respondé Latíné.

1. Ex vícó Marcus et Quintus ambulant.
   Unde ambulant?
   Quid agunt?
2. Ad óram maritimam pálás et situlam portant.
   Quí portant?
   Quó portant?
   Quid portant?
3. Fodiunt in aréná fossam.
   Quid fodiunt?
   Quid agunt?
   Ubi fodiunt?
4. Aqua resídit in arénam.
   Quó resídit?
   Residitne aqua?
   Quid resídit?

4. PATTERN READINGS—REVIEW

4. READINGS—REVIEW

Section 1

Hic est parvus vícus.
Haec est via.

Via in vícó est.
Puer in viá ambulat.
Puer fodit.
Haec est aréna.
Puer in aréná fodit.
Haec est aqua.
Haec est situla.
Aquam in situlam fundit puer.
Iam aqua in situlá est.
Aquam in situlá portat puer.
Puella est ad múrum.
Puer puellam ad múrum videt.
Ad puellam ambulat puer.
Haec est fossa.
Fossam nón videt puer.
In fossam cadit puer.
In fossá est puer.
Puella puerum in fossá videt.
Puella aquam in situlam fundit.
Puella quoque in puerum aquam fundit.
Puella fugit.
Puellam nón iam videt puer.

Exercise 1:

Directions: Respondé Latíné.

1. Puer fodit. Quid agit?
2. Puer in viá ambulat. Ubi ambulat?
3. Aquam fundit puer. Quid fundit?
4. Puer fossam nón videt. Quid nón videt?
5. Aqua in situlá est. Ubi aqua est?

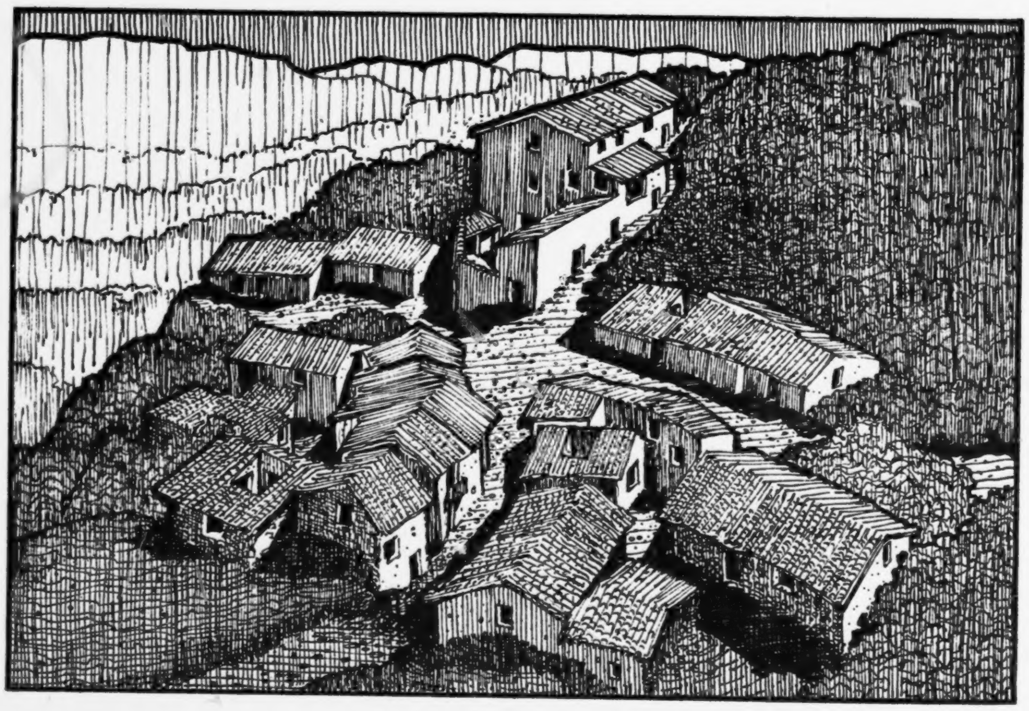
(ETC.)

Exercise 2:

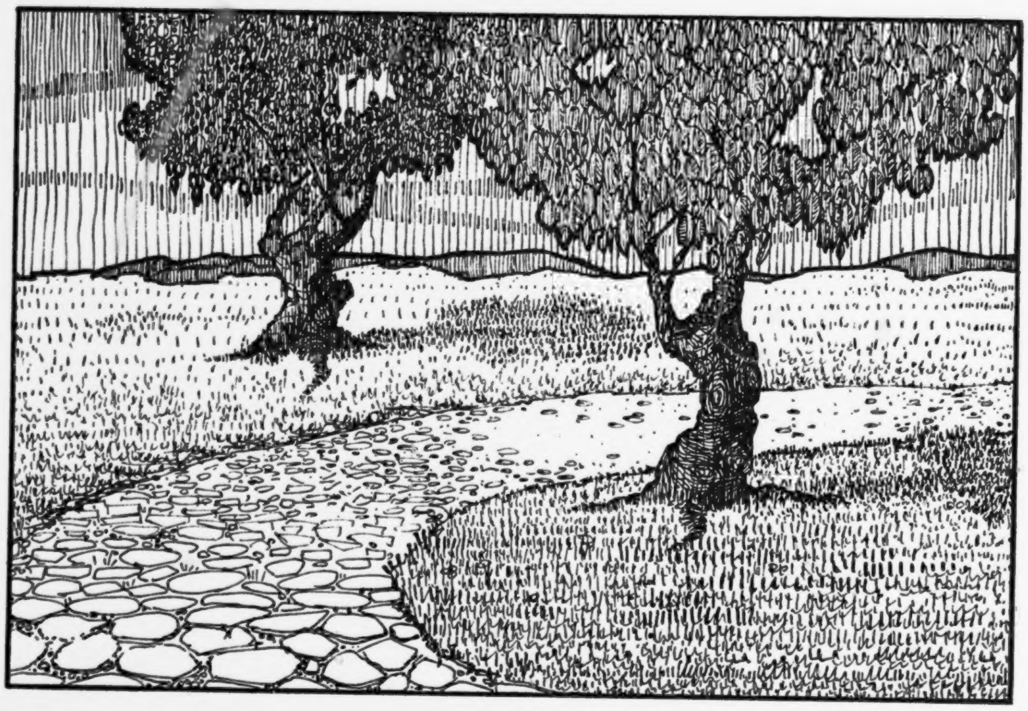
Directions: Change the number of the italicized noun and of the verb if necessary. Write both the Latin and the English.

1. Ad *puellam* ambulat puer.
2. Fossam nón videt *puer.*
3. *Puella* aquam in situlam fundit.
4. Puer *puellam* ad múrum videt.
5. Puella *puerum* in fossá videt.

(ETC.)

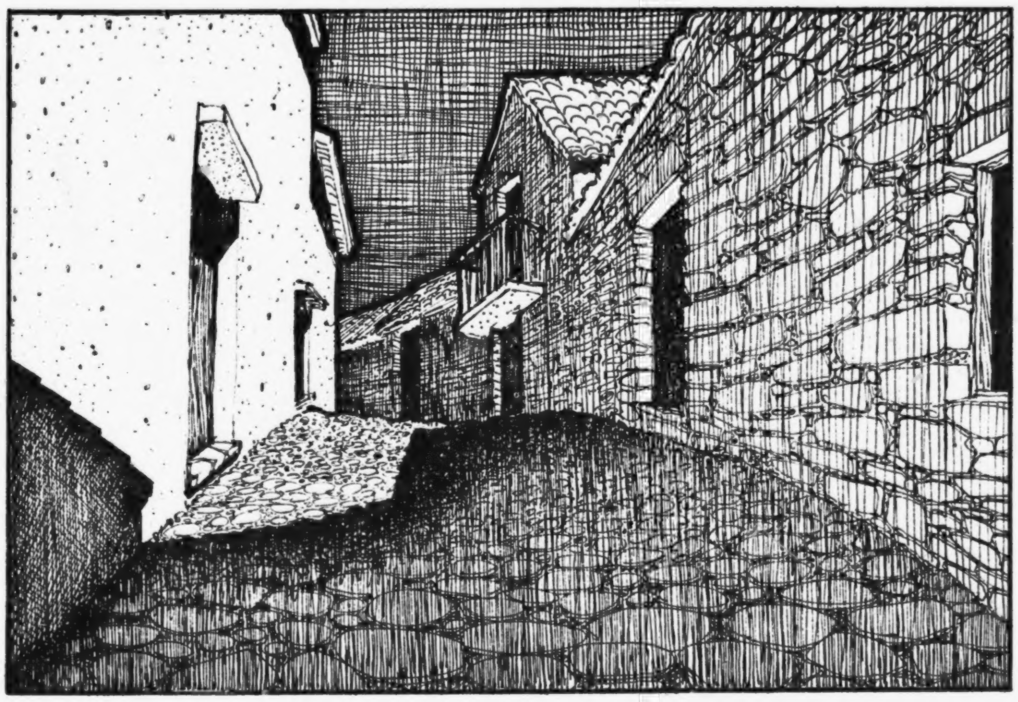


Hic est parvus vícus.

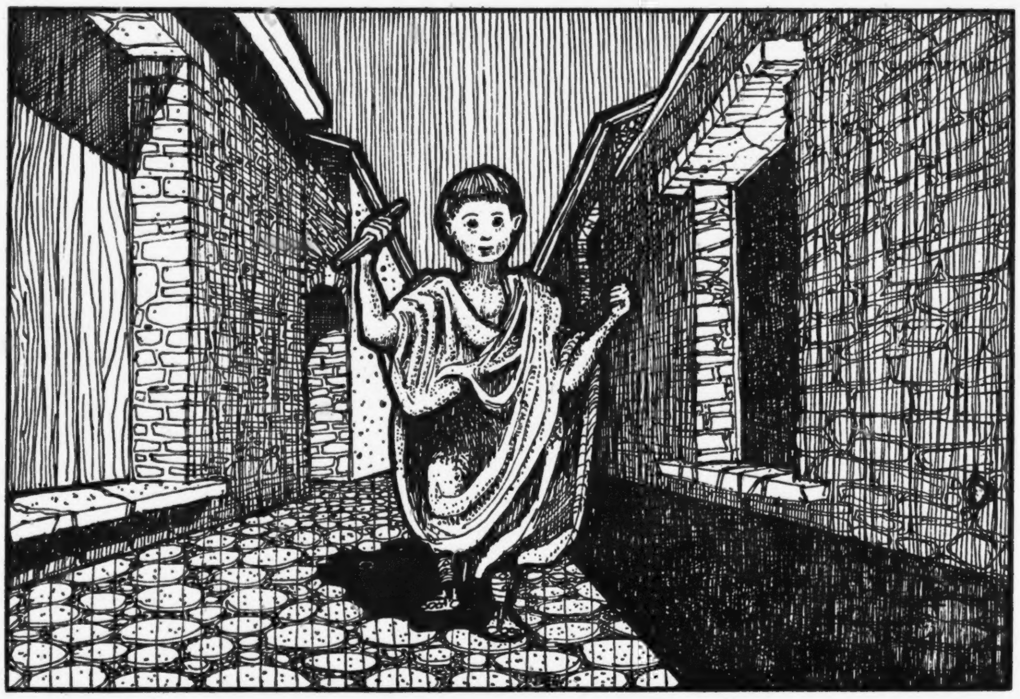


Haec est via.

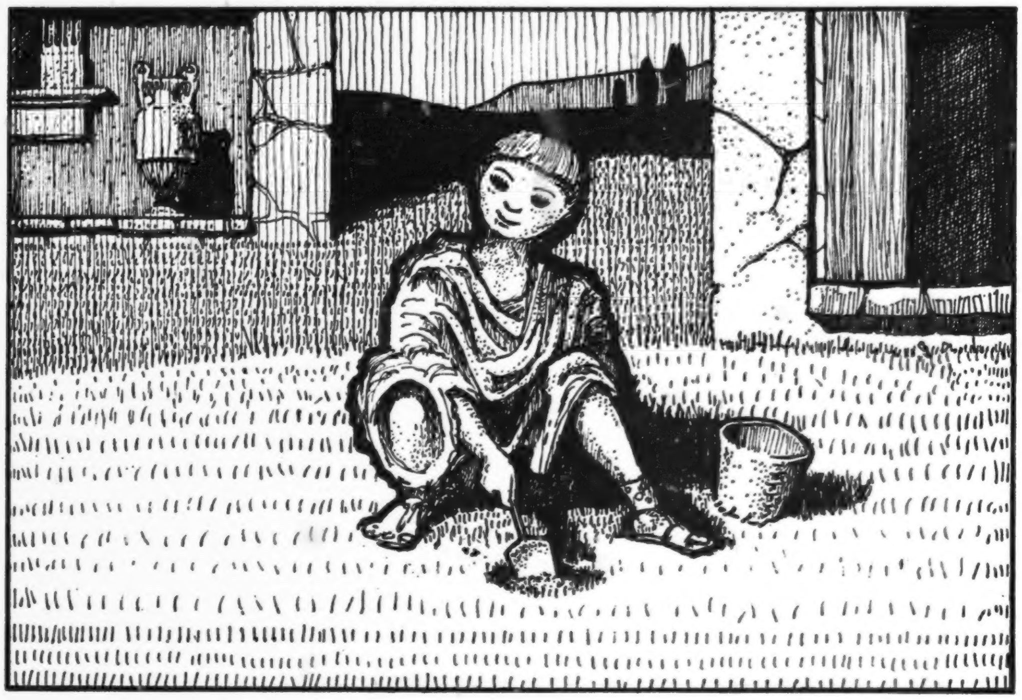
Visual III a 1



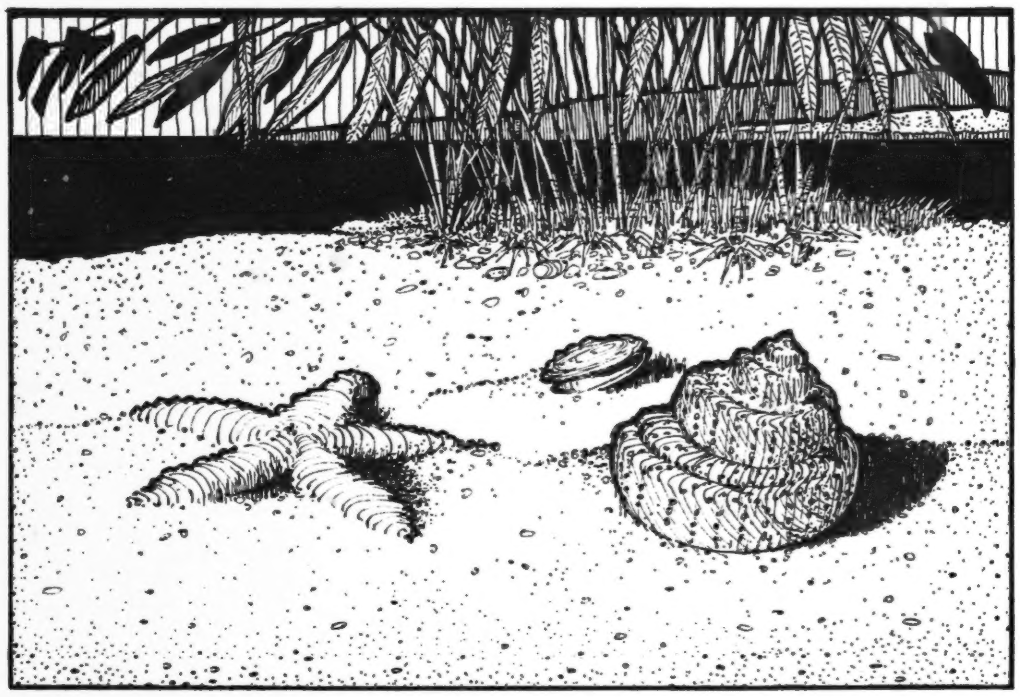
Via in vícó est.



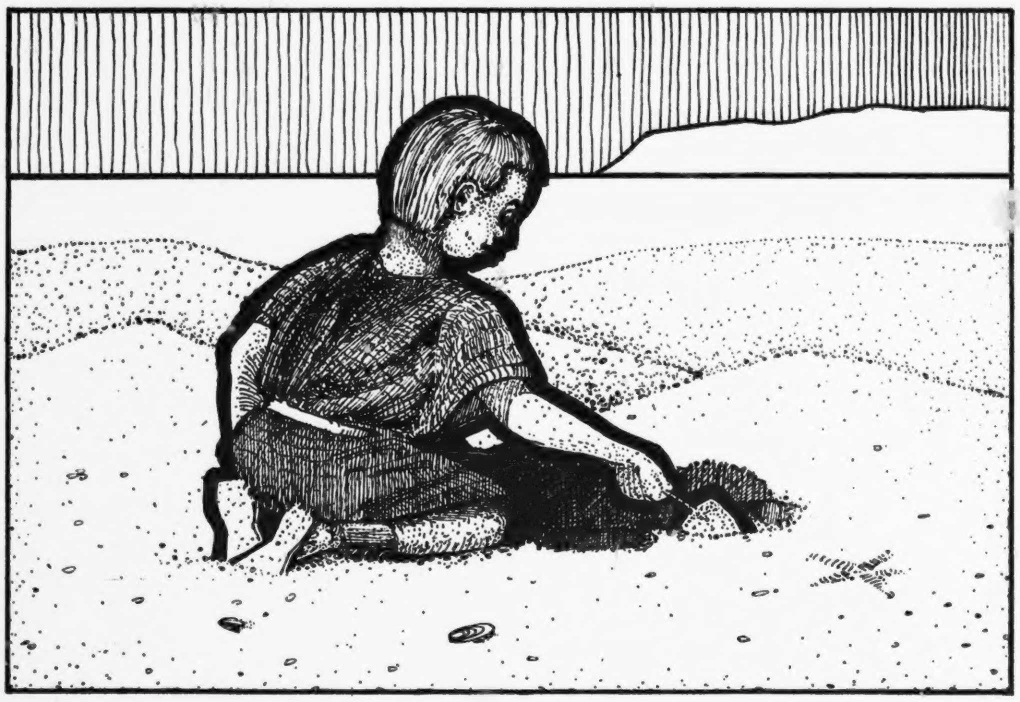
Puer in viá ambulat.



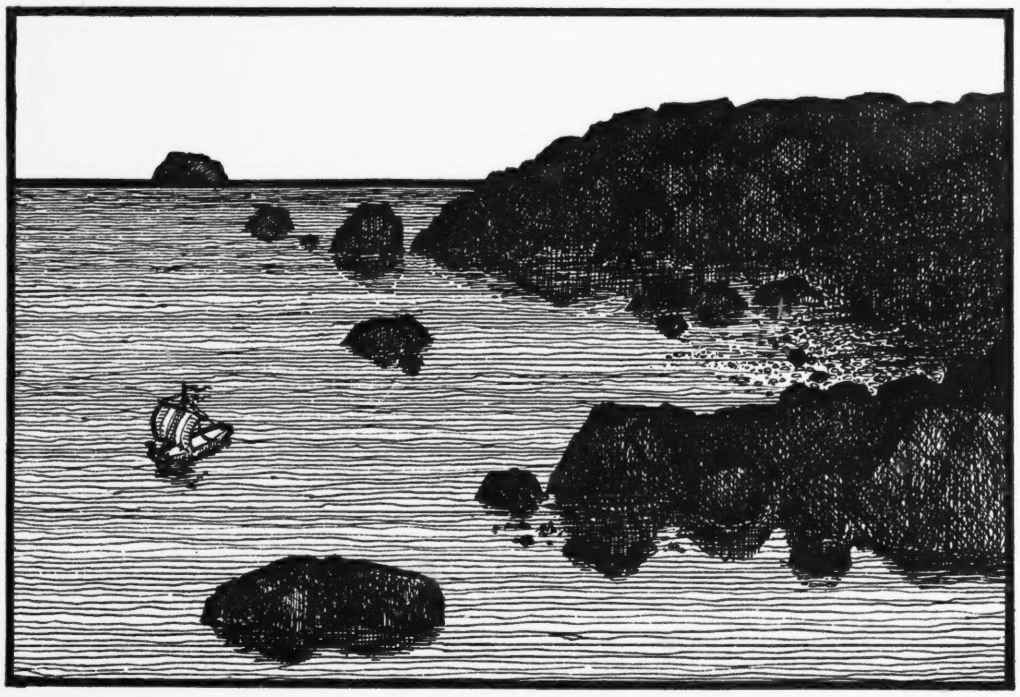
Puer fodit.



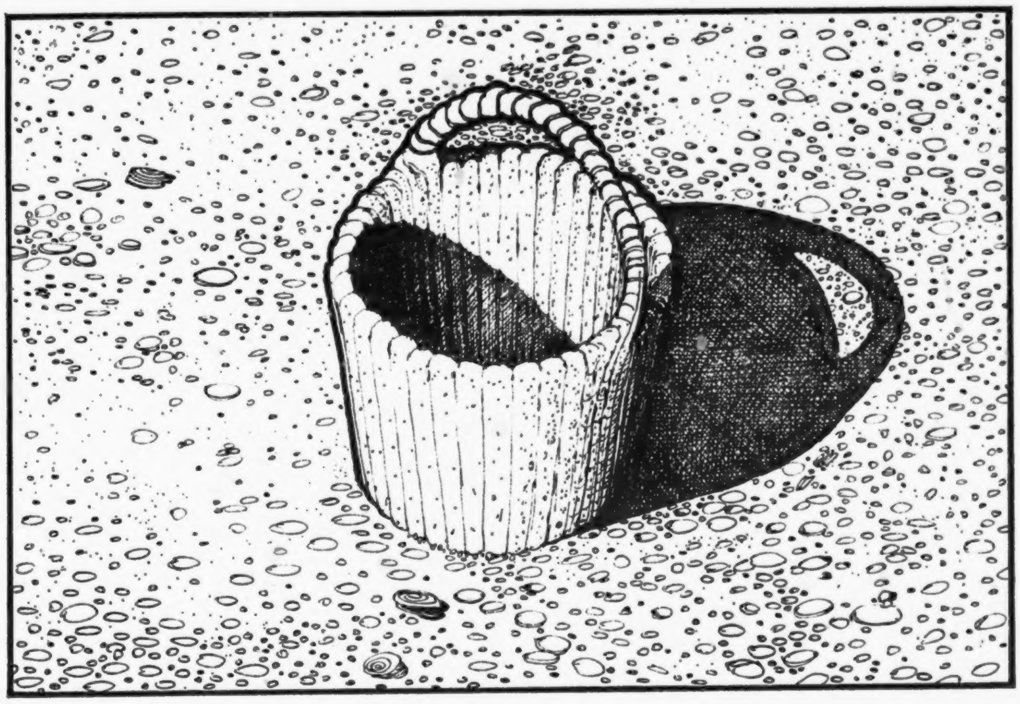
Haec est aréna.



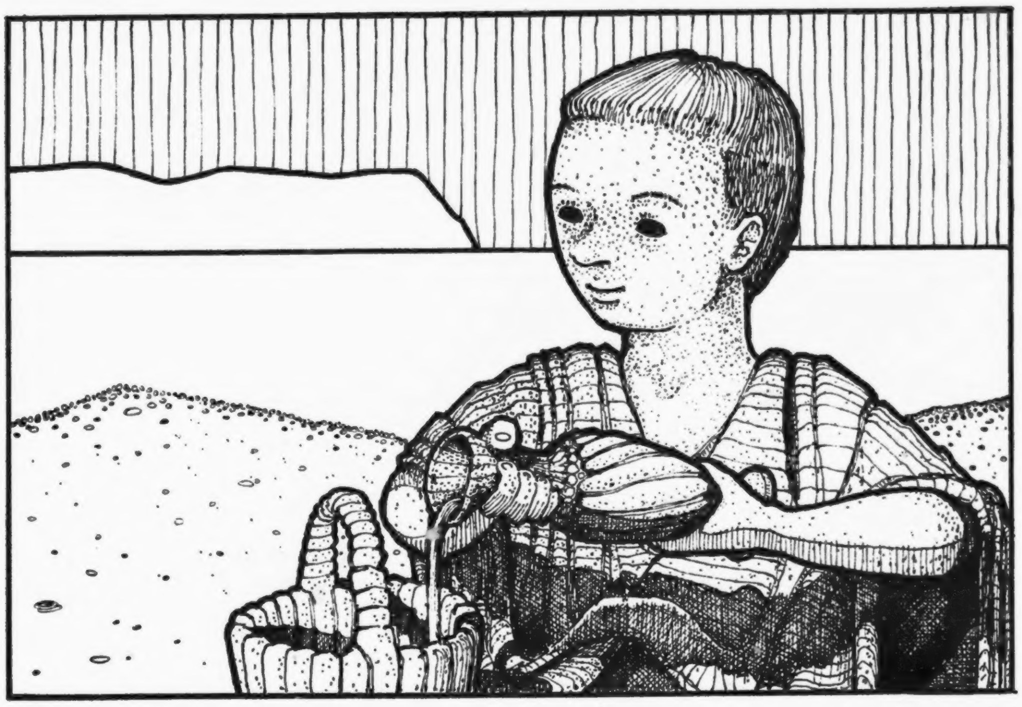
Puer in aréná fodit.



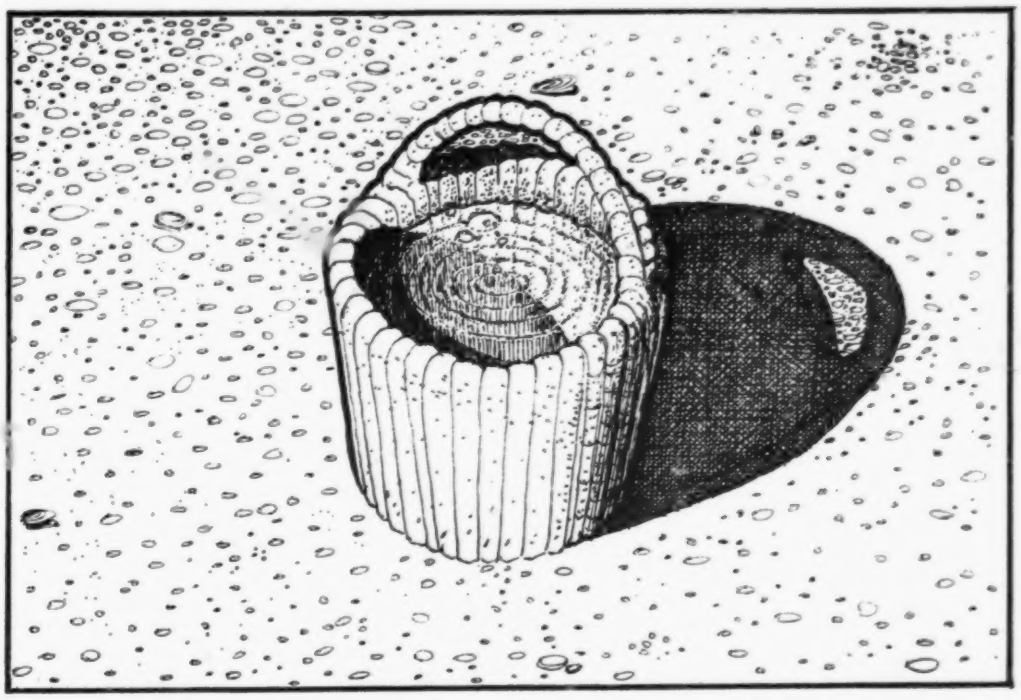
Haec est aqua.



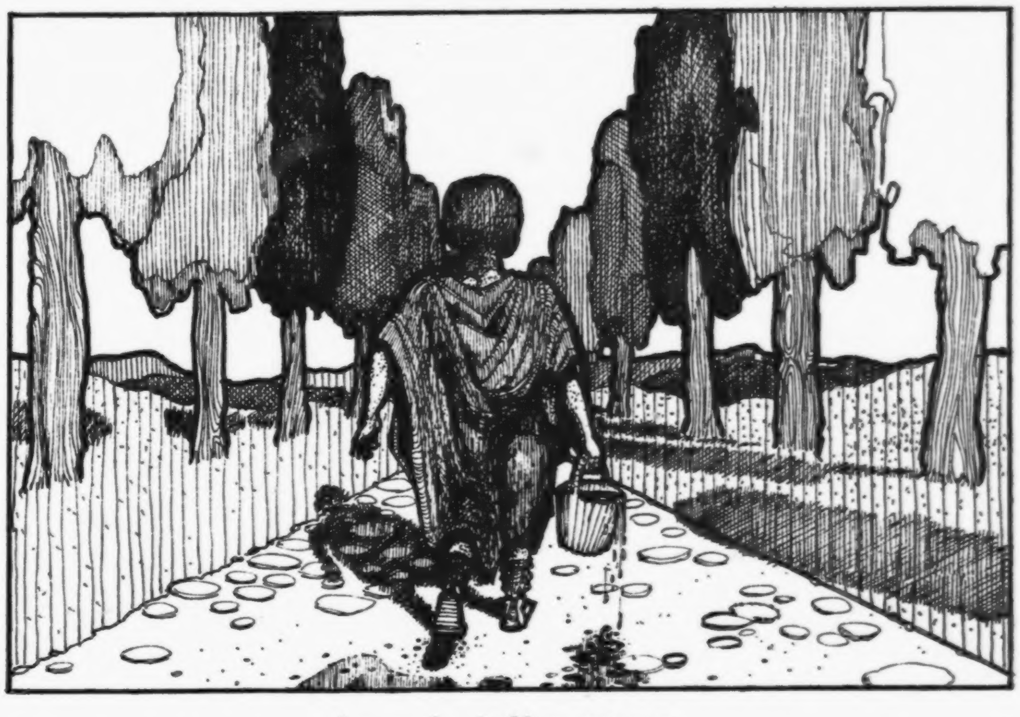
Haec est situla.



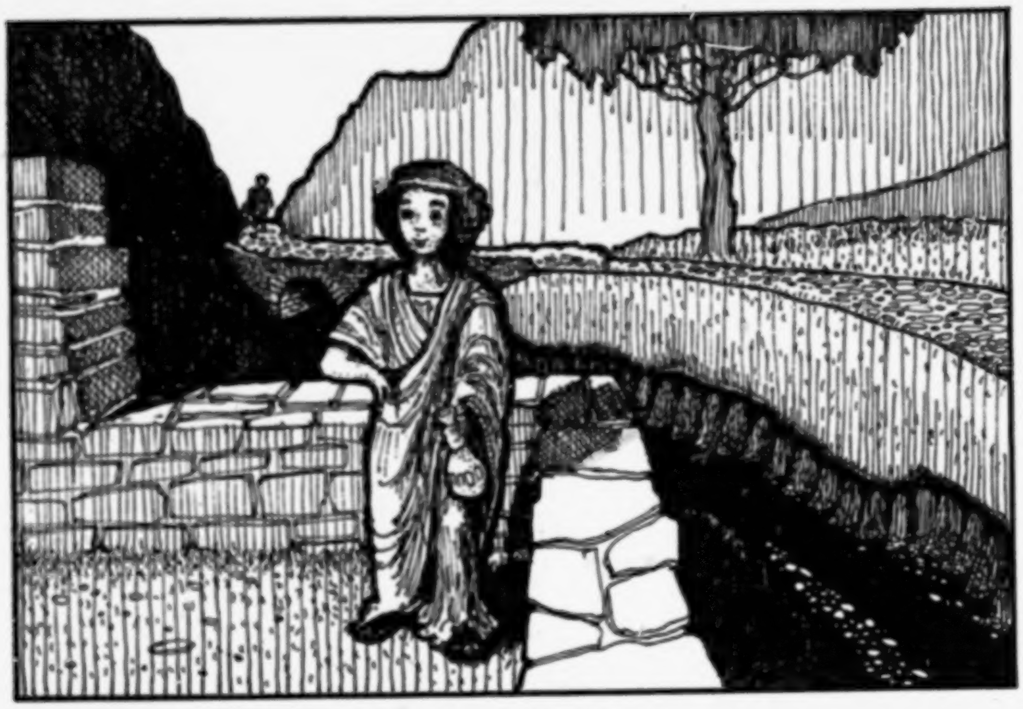
Aquam in situlam fundit puer.



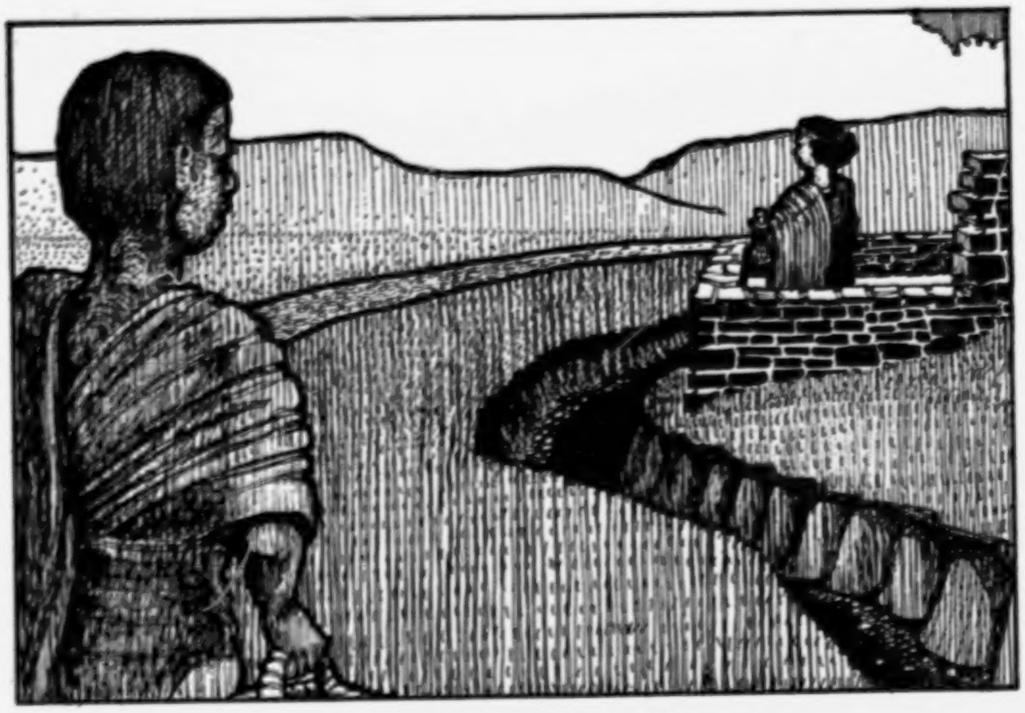
Iam aqua in situlá est.



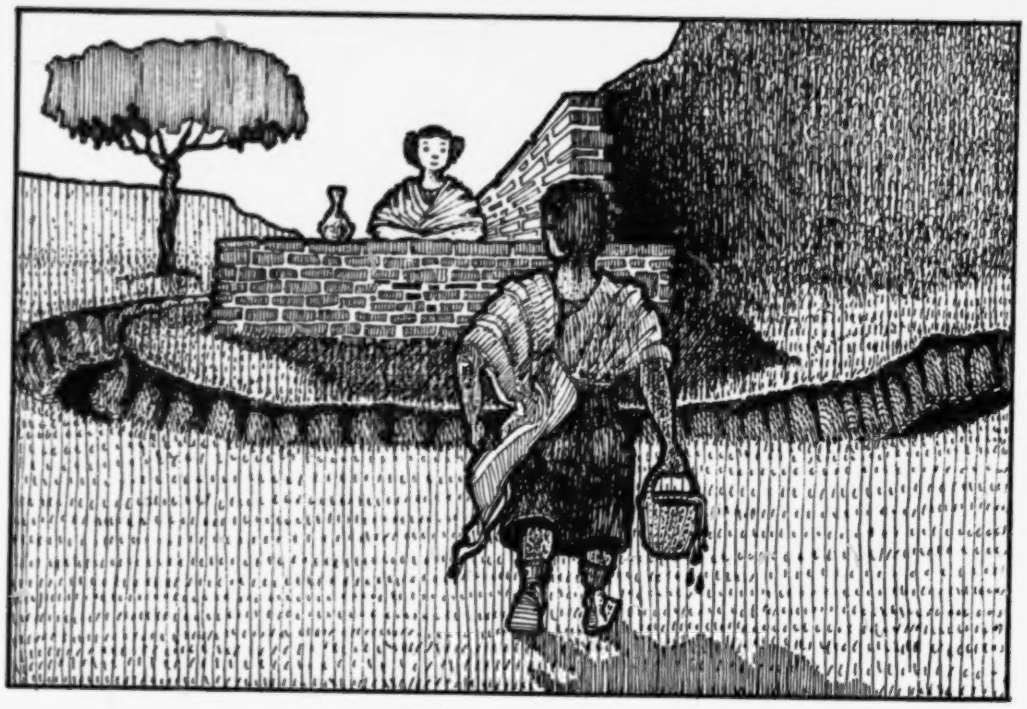
Aquam in situlá portat puer.



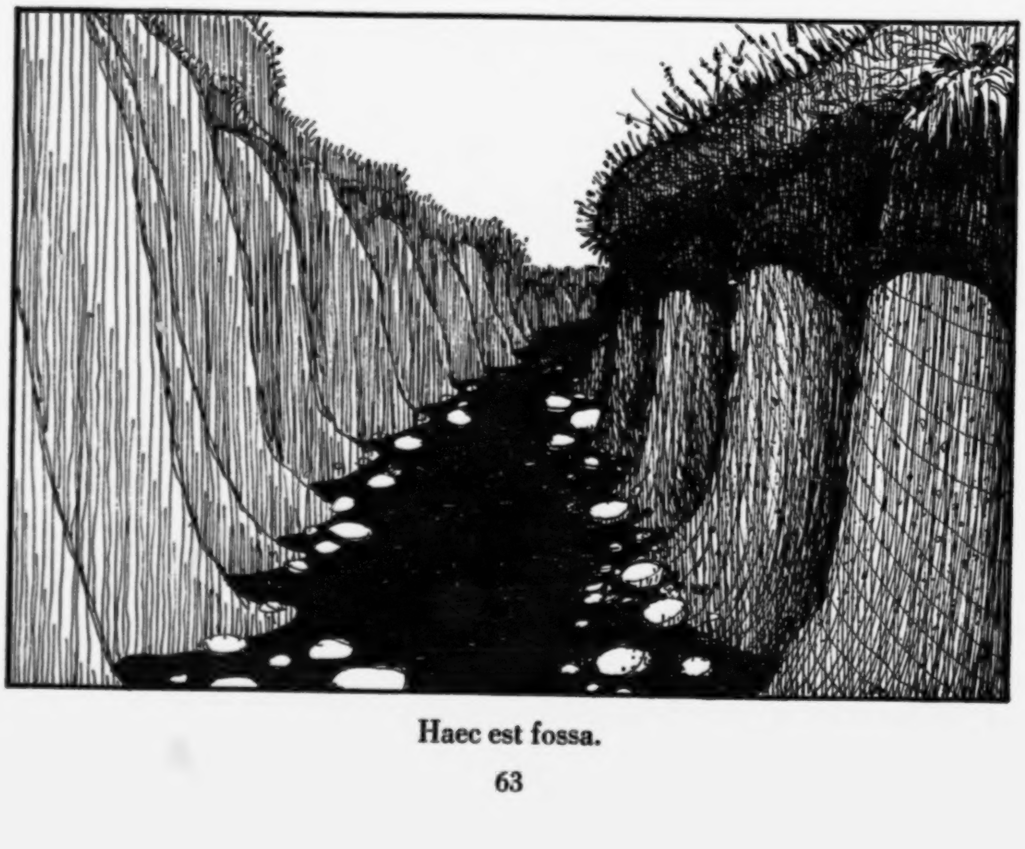
Puella est ad múrum.



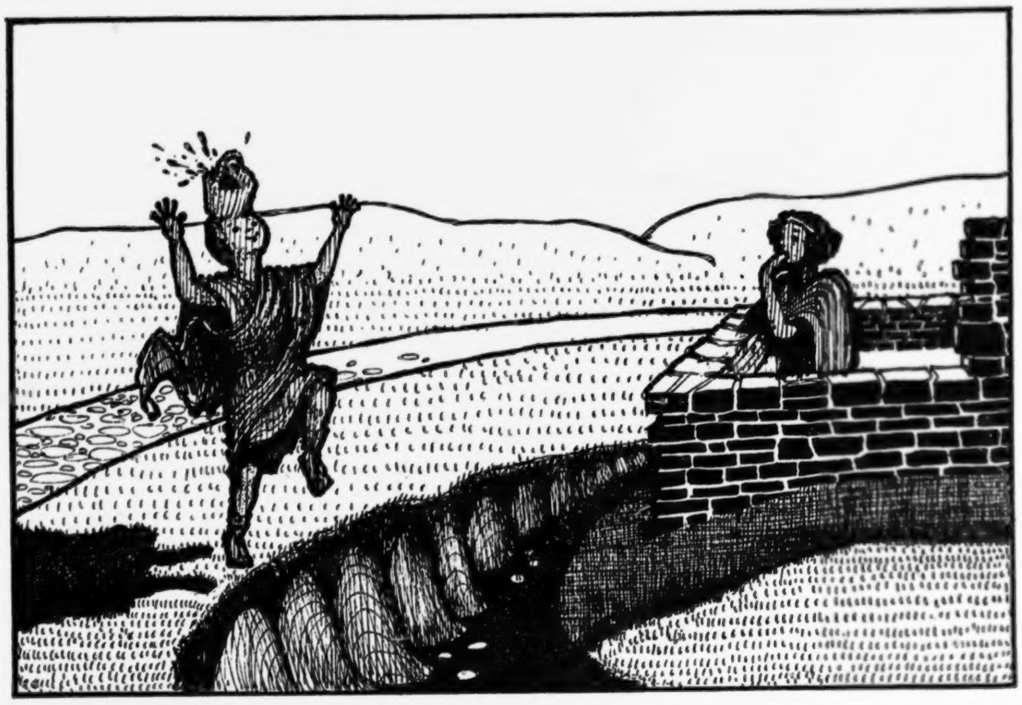
Puer puellam ad múrum videt.



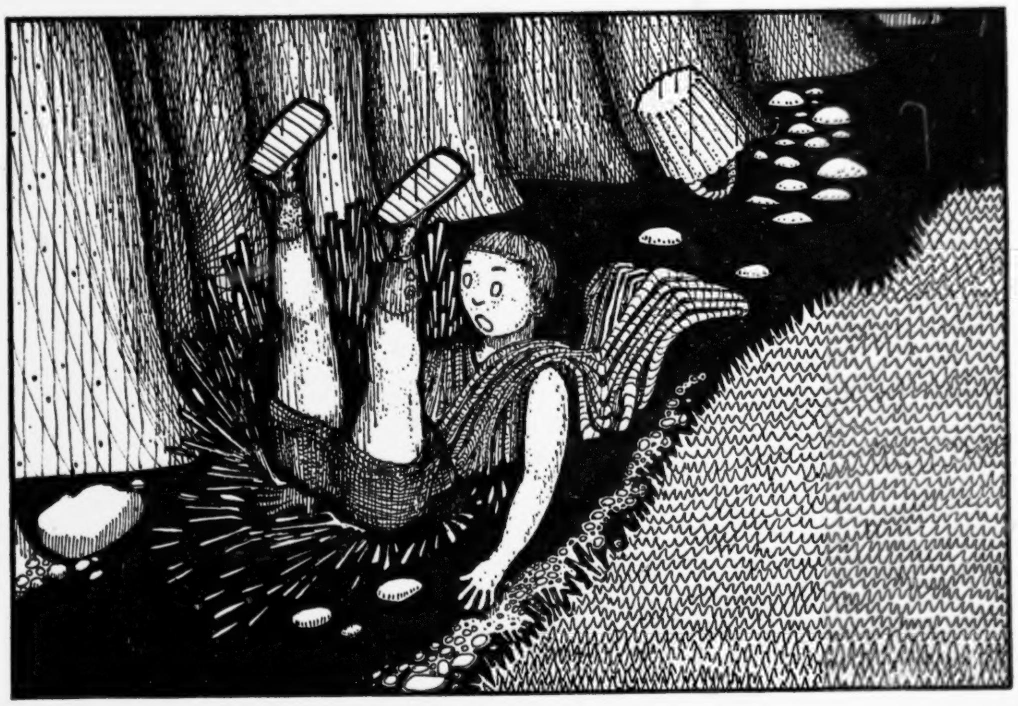
Ad puellam ambulat puer.



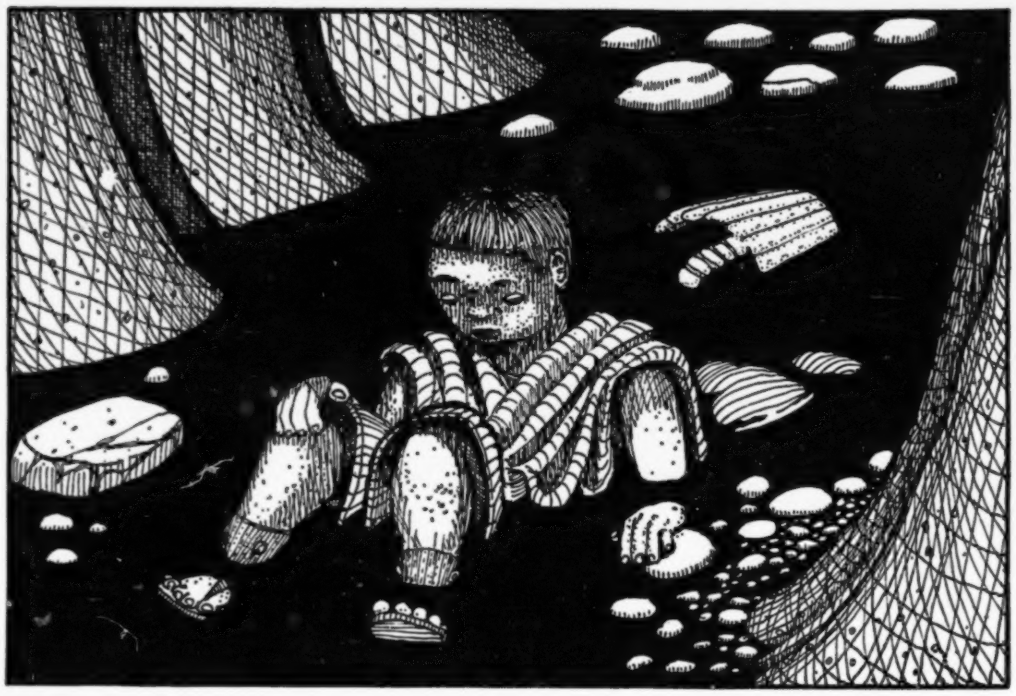
Haec est fossa.



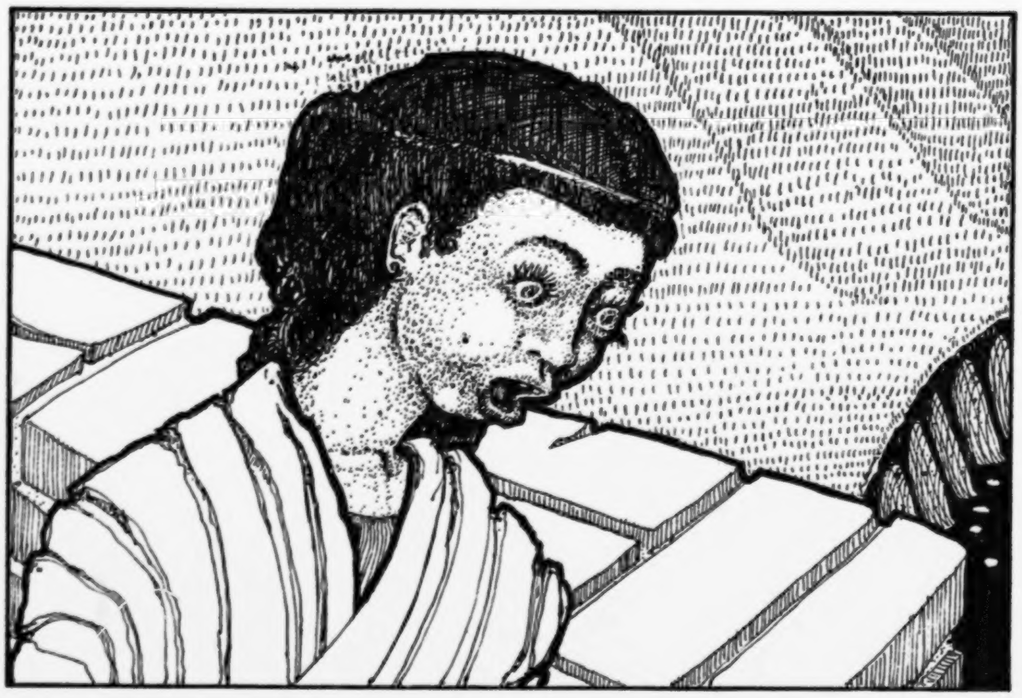
Fossam nón videt puer.



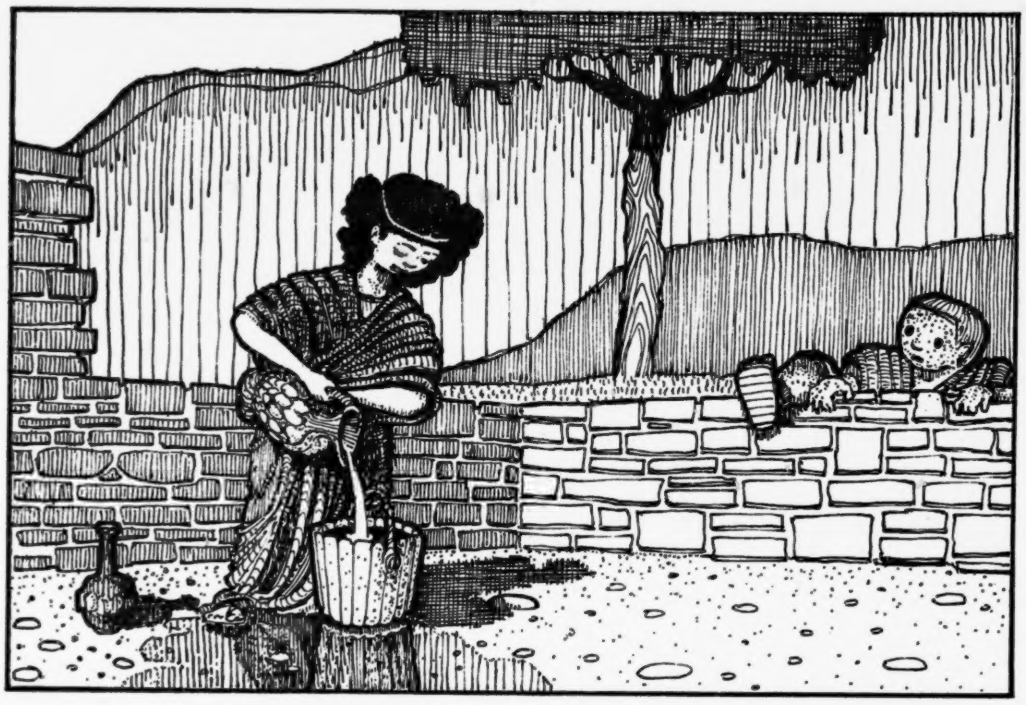
In fossam cadit puer.



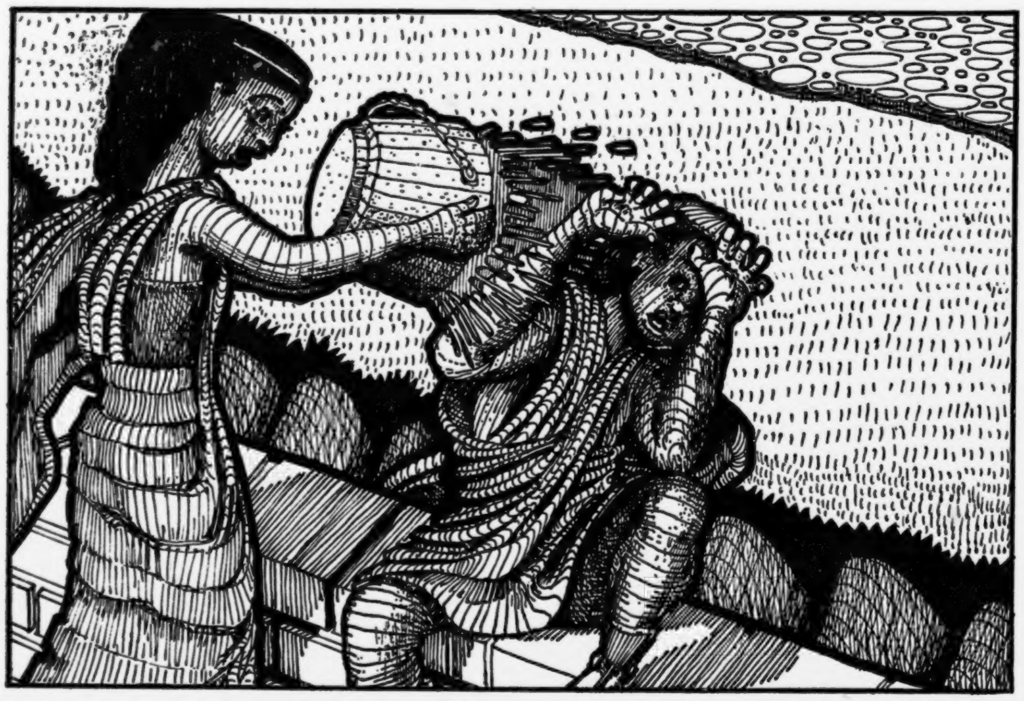
In fossá est puer.



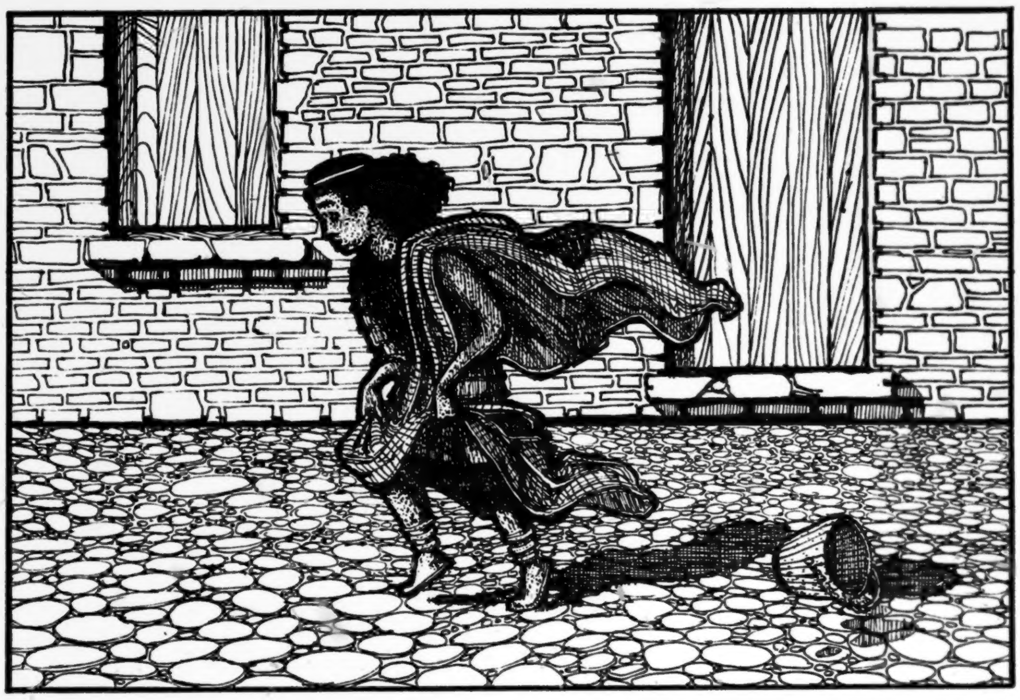
Puella puerum in fossá videt.



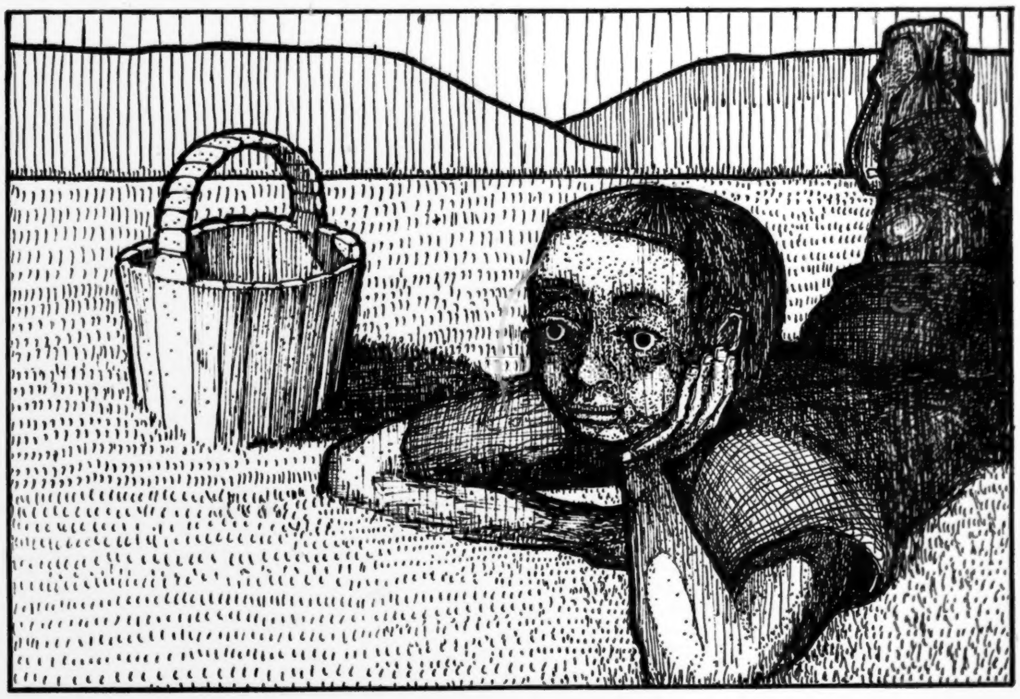
Puella aquam in situlam fundit.



Puella quoque in puerum aquam fundit.



Puella fugit.



Puellam nón iam videt puer.

5. STORY: DUO AMÍCÍ

N.B.: The teacher should first read the story aloud. Pupils should then read it in chorus and individually.

Duo amící, Marcus et Quintus, óram maritimam amant. Itaque ex vícó ad óram maritimam puerí ambulant. Interdum currunt. Situlás et pálás portant.

Mox ad óram maritimam veniunt. Arénam et aquam vident. Puerós undae nón terrent.

In aréná lúdunt duo amící. Saliunt curruntque. In aréná litterás scríbunt.

Mox ex aréná Quintus castellum aedificat. Iuvat Marcus. Múrum et fossam circum castellum fodiunt. Situlam Marcus implet atque aquam ad fossam portat. Aquam in fossam fundit.

Iterum atque iterum aquam ad castellum portat. Iterum atque iterum in fossam fundit. Sed aqua resídit.

Tum situlam Quintus portat. Marcus prope castellum sedet. In fossam aquam fundit Quintus. Sed frústrá. Aqua lenté resídit.

"Aréna," inquit Quintus, "sitit. Aquam absorbet ut spóngea."

Situlam et pálás in aréná relinquunt. Ad aquam currunt. In aquam statim currit Quintus. Marcus autem prope aquam stat. Nón intrat, quod nón bene natat. Sed Quintus bene natat.

"Quid exspectás?" Quintus rogat. "Vení in aquam!" Marcus autem nón intrat.

"Marcus aquam timet! Marcus aquam timet!" clámat Quintus.

Marcus audit. In aquam lenté intrat. Ad Quintum ambulat.

Quintus stat atque Marcum exspectat. Subitó Marcum in aquam submergit. Tum celeriter ex aquá ad arénam currit.

Miserum Marcum! Ex aquá émergit. Vix spírat. Vix videt. Gradátim ex aquá ad arénam ambulat. Tandem in terrá firmá stat.

Ibi Quintum videt. In aréná stat Quintus atque rídet. Nón rídet Marcus!

FÍNIS

6. Mastery and Review of Vocabulary

I. General Guidelines

Since language consists of words, the learning of vocabulary is essential to the mastery of Latin at any level. However, at the earlier levels vocabulary should not be stressed at the expense of the mastery of basic structures or syntax.

The following guidelines are vital to the presentation of vocabulary at any level:

1. Vocabulary should always be met first in a meaningful context, and practiced in the same way. Word concepts must be dealt with as needed.

2. Students should be taught to extract the meaning of a word from the verbal or pictorial context, or by applying principles of word formation.
3. The vocabulary to be mastered should be selected judiciously to provide eventually for a wide range of general reading chosen from many authors.
4. Students should not be allowed to assume a one-to-one equivalency of Latin to English words.
5. Special individual forms which may be included in a story, along with their meanings, should be given only when needed, e.g., a person of the future tense while the student is mastering the present tense.
6. Words necessary for the understanding of enrichment materials should be given by the teacher, but mastery should not be required.
7. No more than 25% to 30% of the words in any lesson should be new.

II. Number of Words

A distinction must be made between a student's active and passive vocabulary. The active vocabulary should consist of those words which the student masters, can recall from pictures, etc., and is able to use freely. The passive vocabulary should consist of those words which a student can reasonably be expected to recognize.

III. Techniques

The following are suggested techniques which have proved successful:

A. For Mastery
   1. Recognition through pictures
   2. Recognition through derivatives
   3. Recognition from context
   4. Active repetition

B. For Review
   1. Repetition in context
   2. Competitive games, e.g.:
      a. Ball games
      b. Cross-word puzzles
      c. Scrabble
   3. Free oral composition, e.g.:
      a. Dramatizations prepared by students
      b. Show and Tell
   4. Songs and rhymes
   5. The use of word lists *for review only*, after mastery is assured

7. Derivatives

It is essential that work in this area be carefully planned and made a regular part of the classroom work. The derivatives to be taught should be based on the current reading selection and upon the frequency of occurrence.

A two-pronged approach is recommended in teaching derivatives:

I. Apportion roots, prefixes, and suffixes throughout the year, giving one such element each week, planning to teach perhaps twenty roots, eight prefixes, and eight suffixes for a thirty-six week school year. It is much to be preferred that these be presented as they appear in the regular class work—reading, mottoes, quotations, classroom expressions, etc.—rather than in an arbitrary list. With each new element, review quickly the previously learned ones.

A formal presentation can be made of a fairly small number of roots frequently met in English words. If this less favored method is used, the list of roots should be mastered completely by the student, in all of the forms commonly found: the root, the participial stem, and in some cases the weakened grade of the root. A similar presentation of a limited list of prefixes and suffixes may also be made. In each instance the English spelling with its meaning should be stressed. Whatever the method, learning should be tested in various ways.

II. The second approach, to be used every time any reading (Latin) is done in the classroom, is to ask for English derivatives from the Latin words used in the text. This second approach should be much more informal, and is particularly good for those longer Latin words which have already been compounded, and for words which have given only one or two or three commonly used words in English.

N.B.: The inexperienced teacher will find much assistance in Sections 176-200 of the Gildersleeve-Lodge Latin Grammar.

III. Samples

1. (Assume students have learned *ex, in, con; -ion, -ance, -able.*) Combine the prefixes and suffixes you have learned to form English words derived from the root *port.*
2. (Assume the students have learned *apt, ven-vent, her, hes* [*haer, haes*].) The prefix *ad* means *to* or *near.* Attach this to the roots you know.
3. (Assume the students have learned *port, aud, mov.*) The suffix *-able (-ible)* means *able to be.* Attach this to the roots you know.

IV. SAMPLES FOR MASTERY

A. Teaching the words *curró* and *terra* without the use of pictures.

1. Ask students for an English derivative.
   Possible answers: current, currency, occurrence; terrace, territory, terrestrial.
2. Write the derivative on the board.
3. Ask for or give an English sentence using the derivative.

Possible sentences: What is a current of water? What recent occurrence do you find interesting? Guam is a trust territory of the U. S. What are terrestrial problems?

4. Elicit the meaning of the English derivative from the English sentence.
5. Elicit the meaning of the Latin word from the meaning of the English derivative.

N.B.: If responses in these areas do not come quickly, give the answers.

B. Reviewing the vocabulary of the story.

1. Rhyme:

Puerí duo ad oram currébant,
Puerí duo aquam vidébant;
Aquam Marcus fundit et fundit,
Mare autem nón resídit.

2. Song: Tune: *Three Blind Mice*

Ambulant, ambulant
Ex oppidó, ex oppidó
Amící duo et interdum
In orá maritimá situlam
Pálásque relinquunt et interdum
In aquá stant.

8. Enrichment

Many facets of Roman life may be presented within the framework of the reading selection. The interests and abilities of the class may, however, determine to what extent such material would be emphasized. Care must be taken to be sure that such material is not used to excess.

Names of Roman boys—their sources, some commonly used names, etc., might be a point of departure. A discussion of *castellum* and *fossa* could well lead into reports concerning commonly used Roman military tactics.

Derivative study can be treated separately, but the reading does provide some "loan" words. Diminutives and Latin expressions popular in English may also be drawn from the passage.

Tapes featuring the grammatical aspects of the reading are available. Color prints of scenes drawn from Roman daily life are available. Films such as "Claudius, Boy of Ancient Rome" and "Life in Ancient Rome" are offered on a purchase (sometimes on a rental) basis, or frequently are used to accompany specific texts. The Encyclopedia Britannica Education Corporation, which has produced the aforementioned films, is an excellent source of many materials. The catalogue of Educational Audio Visual, Inc. of Pleasantville, New York, is also of great value in its listing of several aids useful in teaching Roman cultural background. Color slides, tapes, filmstrips, maps, and records are listed in great detail. The ACL audiovisual catalogue is also most useful.

Not to be overlooked is the wealth of opportunity for enrichment developed by drawing upon the interests and talents of the students. One might prepare a time schedule for a typical Roman boy's day and contrast it with his own. Another might choose to make a model of a *casa, navis,* or *templum.* A possibility for the use of word study charts is another consideration. Such charts can represent a root tree with derivative branches, or an animal family with the root parent and the derivative children.

I. Samples

A. Recreation for Roman Boys

Then, as now, Roman boys enjoyed playing "war games." Because military service was expected of every boy, fathers gave their sons early training in military skills. This encouragement, together with their inclination toward "hero worship," made more meaningful toys and games of a warlike nature.

The Roman child had many toys which were based upon aspects of his daily life. Dolls, carts, dishes, wooden horses and soldiers have been found either preserved or presented in art. Boys were fascinated by weapons just as they are in modern times. Miniature camps, complete with *fossae,* captured the fancy of youngsters who could pretend that they were the great heroes of the *Iliad*, the *Odyssey*, or of their own day.

B. Life for Boys in Ancient Rome

Just as Marcus and Quintus imitated their elders in their own seaside building of a sand fortress, so they were typically Roman in their imitation of other adult activities. Boys, although trained largely by women in early childhood, soon came under the guidance of their fathers. Accompanying their fathers almost everywhere, Roman boys found fascinating many aspects of the adult world, and duly reflected these in their play.

Attendance at a school occupied a great portion of a Roman boy's day. Sessions were long, beginning early in the morning. The work was arduous, the teachers stern and demanding. Still there was always time enough to participate not only in such games as mock warfare, but also "Morra," "Robbers," swimming, wrestling, and similar activities.

III. SAMPLE THREE: An Old and Bitter Hatred: Two Reading Units

This selection is an example of interdisciplinary material that may stimulate learning in Roman geography and history as well as in Latin. It may be used to encourage outside study for enrichment, e.g., map making or collateral reading in English. In addition it may serve as a review of transitive and intransitive usages of Latin verbs and of the irregular verb *esse.*

The content of the story provides a Roman atmosphere which the pupil will be meeting more and more as he continues the study of Latin.

"Lítora lítoribus contrária, flúctibus undás/imprecor, arma armís; pugnent ipsíque nepótésque." "I invoke shores against shores, waves against waves, arms against arms; let descendants fight against descendants."

Dido's curse on the Romans from *Aeneid*, Book IV, ll. 628-629.

AENEAS CAME, HE SAW, HE WENT AWAY.

OLD AND BITTER WAS THE HATRED BETWEEN THE ROMANS AND THE CARTHAGINIANS

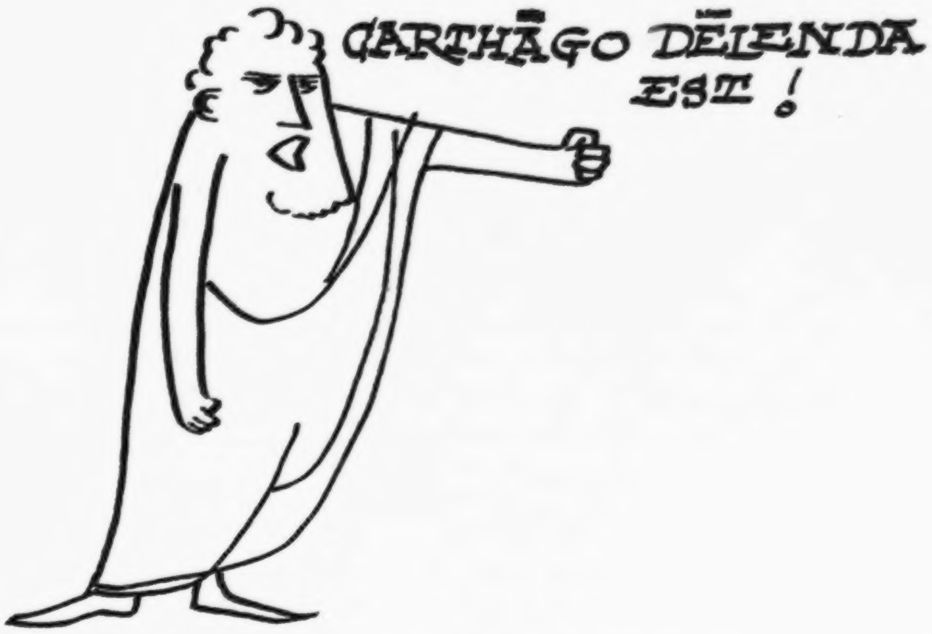
There were three wars:

First Punic War—B.C. 264-241: the struggle for maritime supremacy in the Mediterranean

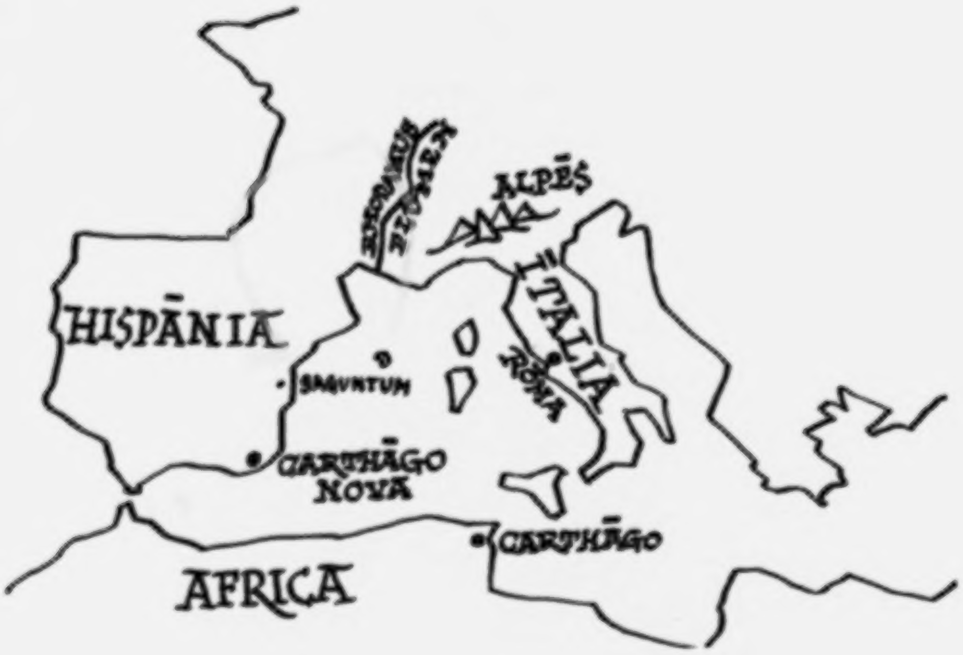
Second Punic War—B.C. 218-202: the invasion of Italy by Hannibal

Third Punic War—B.C. 149-146: the siege of Carthage

Our story concerning the Second Punic War is taken from Livy.
Titus Lívius Patavínus, *Ab Urbe Conditá* (aptátus)
or Tití Líví Patavíní *Ab Urbe Conditá* (aptátus)


CARTHĀGO DĒLENDA EST!

The daily agenda of Senator Marcus Porcius Cató (B.C. 234-149) always included this exhortation to the Romans: "Carthágo délenda est."



HISPĀNIA
SAGUNTUM
CARTHĀGO NOVA
RHODANUS FLŪMEN
ALPĒS
ĪTALIA
RŌMA
CARTHĀGO
AFRICA

LOCA

Africa, noun, regio.

Alpés, plural noun, montés.

Carthágo, noun, urbs Africae. Cartháginiensis, adjective.

Carthágo Nova, noun, urbs Hispániae.

Hispánia, noun, regio.

Ítalia, noun, regio.

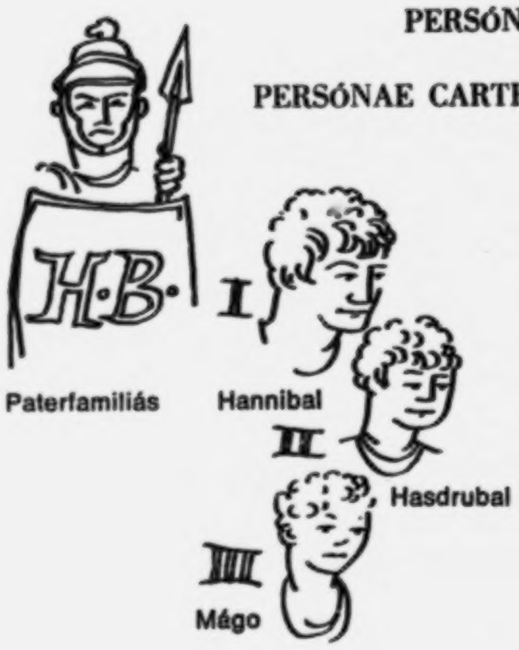
Rhodanus, noun, flúmen.

Róma, noun, urbs Ítaliae. Rómánus, adjective.

Saguntum, noun, sociále oppidum Rómánum Hispániae.

PERSÓNAE

PERSÓNAE CARTHÁGINIENSES


H·B·
Paterfamiliás
I
Hannibal
II
Hasdrubal
IIII
Mágo

Hamilcar Barca . . . Pater
R.I.P. (A.U.C. 525 or B.C. 229)

Fílií Hamilcaris Barcae:

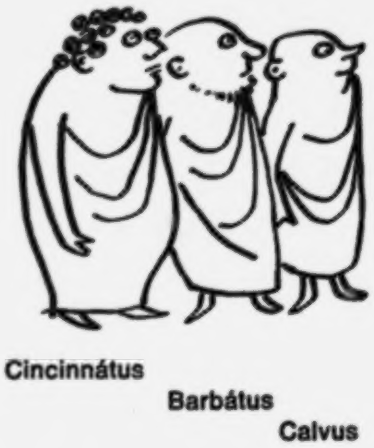
Hannibal . . . Prímus Fílius
R.I.P. (A.U.C. 571 or B.C. 183)

Hasdrubal . . . Secundus Fílius
R.I.P. (A.U.C. 547 or B.C. 207)

Mágo . . . Tertius Fílius
R.I.P. (A.U.C. 551 or B.C. 203)

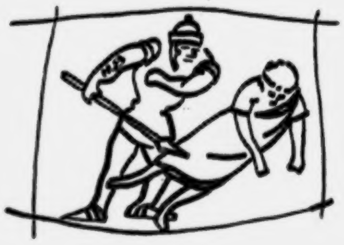
Requiescant in páce.

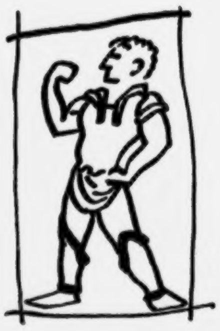
PERSÓNAE RÓMÁNAE

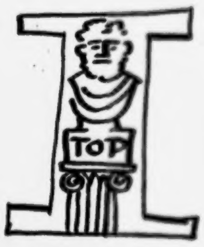

Cincinnátus
Barbátus
Calvus

Pópulus Rómánus—gens togáta

Exercitus Rómánus—mílités Rómání

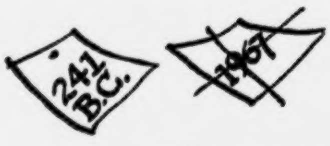

ASPER ET DŪRUS HOSTIS

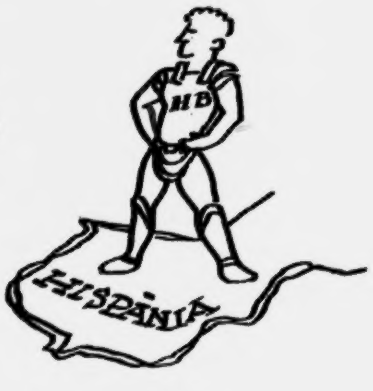



TOP
SUMMUS DUX

HAMILCAR BARCA

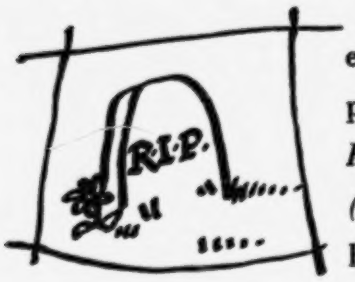
Asper et dúrus hostis Populí Rómání sed *fortis dux* Cartháginiensis erat Hamilcar Barca. Erant trés fílií Hamilcaris Barcae; Hannibal, Hasdrubal, Mágo. Hamilcar tum erat *summus dux* Cartháginiensis. Hispánia *illó tempore* erat *in imperió Cartháginis.*


241 B.C.
1967
ILLŌ TEMPORE

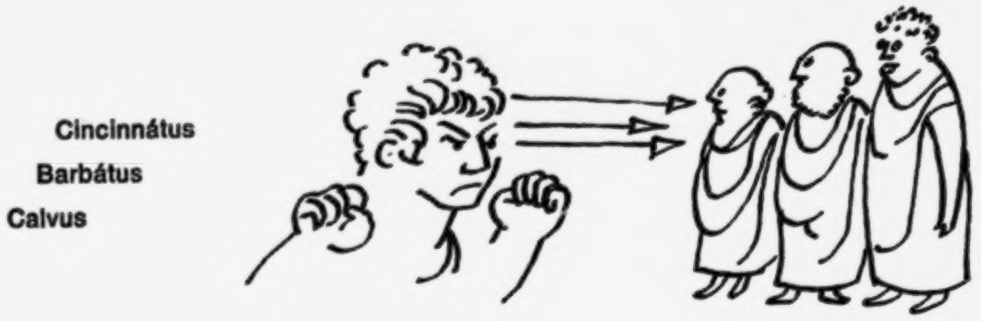

HB
HISPĀNIA
IN IMPERIŌ CARTHĀGINIS

Unit I-A

PROPTER MORTEM HAMILCĀRIS

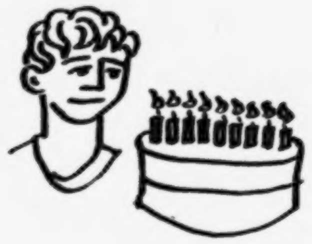


Propter mortem Hamilcaris Hannibal erat dux exercitús Cartháginiensis in Hispaniá. *Odium Hannibalis contrá populum Rómánum* erat antíquum et ácre. Á pueró *(á nonó annó aetátis)* Hannibal erat hostis Rómae.

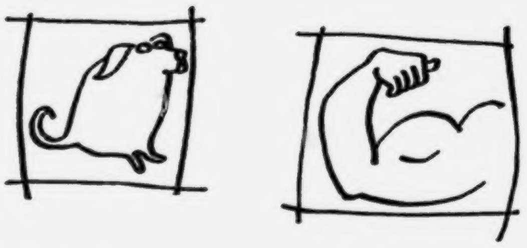


ODIUM HANNIBALIS CONTRĀ POPULUM RŌMĀNUM

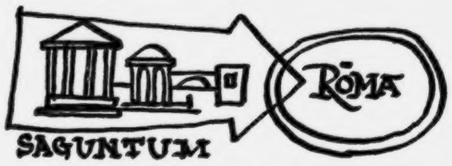
infáns
puer
aduléscéns
iuvenis
senior
senex
grandis nátú



Ā PUERŌ (Ā NŌNŌ ANNŌ AETĀTIS)

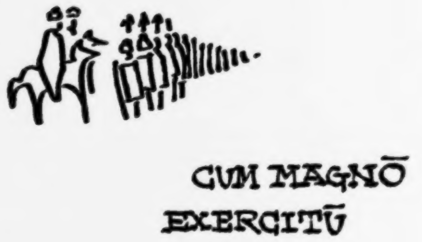

FIDĒLIS ET POTENS

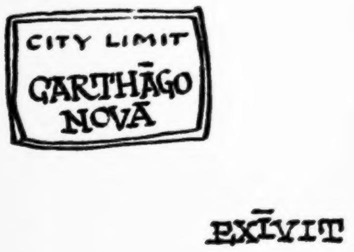
Exercitus Hannibalis erat *fidélis et potens.* Mox Saguntum, *sociále oppidum Rómae,* in imperió Carthäginis erat. Hispánia, autem, in imperió Carthäginis non diú erat. Mox Hispánia erat *quarta próvincia Rómána.*


SAGUNTUM
RŌMA
SOCIĀLE
OPPIDUM RŌMAE

QUARTA
PRŌVINCIA
RŌMĀNA

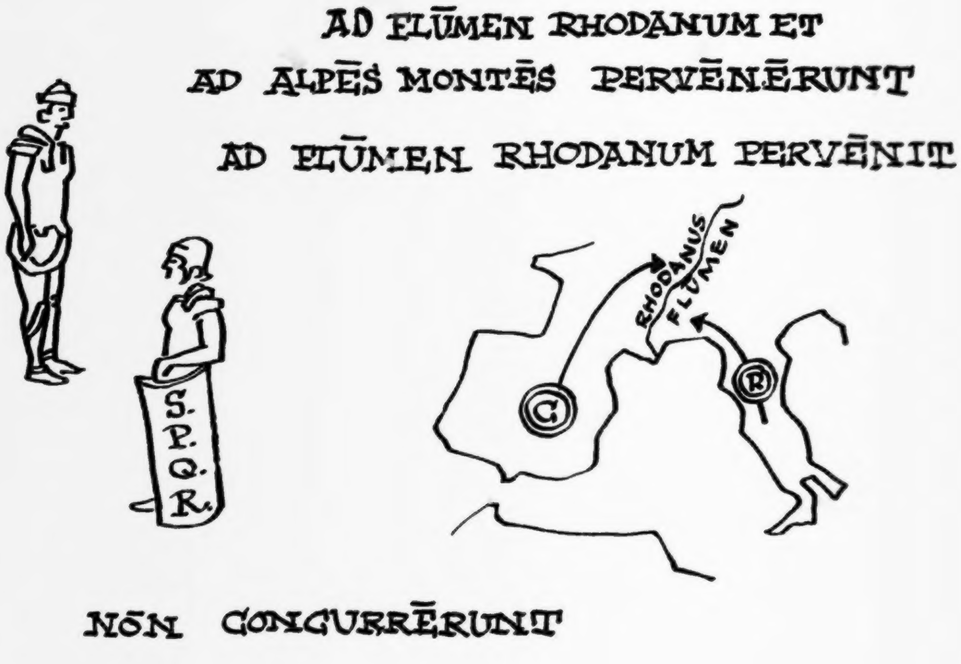
Sicilia	B.C. 241
Sardinia	B.C. 238
Corsica	B.C. 238
Hispánia	B.C. 197


CUM MAGNŌ EXERCITŪ


CITY LIMIT
CARTHĀGO NOVĀ
EXĪVIT

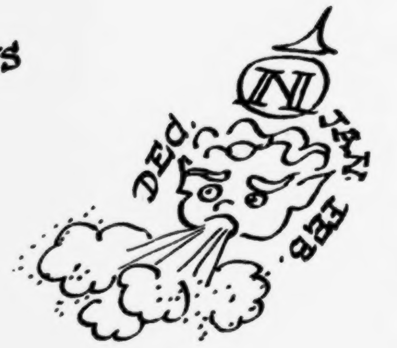
HANNIBAL

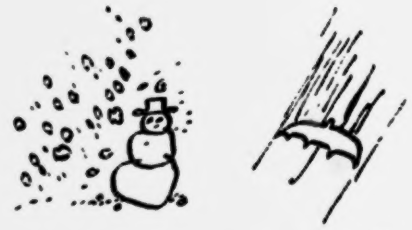
Hannibal uná *cum magnó exercitú exívit* é Carthágine Nová. Hannibal et exercitus *ad Flúmen Rhodanum et ad Alpés Montés pervénérunt.* Exercitus Rómánus *ad Flúmen Rhodanum pervénit.* Duo exercitús (Cartháginiensis et Rómánus) *nón concurrérunt.*


AD FLŪMEN RHODANUM ET
AD ALPĒS MONTĒS PERVĒNĒRUNT
AD FLŪMEN RHODANUM PERVĒNIT
RHODANUS FLŪMEN
C
R
S.P.Q.R.
NŌN CONCURRĒRUNT

Unit I-B

JAMQUE ĀCRIS HIEMS

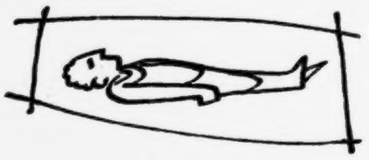




NIVE ET PRUĪNĀ

Jamque ácris hiems appropinquábat. Montés Alpés *nive et pruíná obriguérunt.*

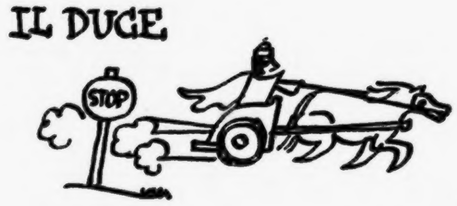
Rigor mortis
is setting in.



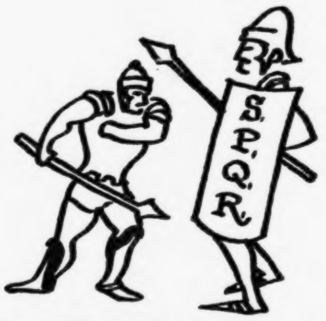
OBRIGUĒRUNT

requiéscit
créscit
obrigéscit

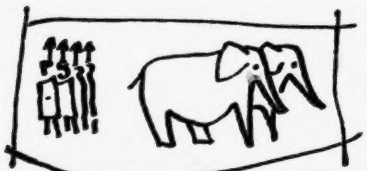
Unit I-B



NŌN DĒSTITIT



PUGNĀVĒRUNT



MĪLITIBUS ET ELEPHANTĪS

vícit =

véní, vídí, vící.

Ó Róma Nóbilis!

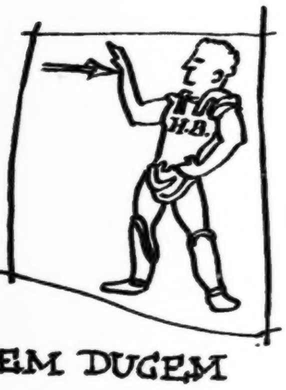
URBEM

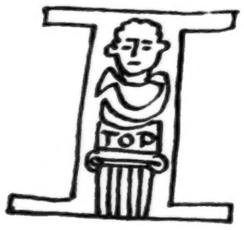
Hannibal itinere *nón déstitit.* Ille uná cum *mílitibus et elephantís* ad Ítaliam pervénit. Denique duo exercitús (Rómánus et Carthágininiensis) *pugnávérunt.* Exercitus Carthágininiensis exercitum Rómánum *vícit* sed nón *urbem* Rómam. Denique Hannibal uná cum exercitú ab Ítaliá ad Africam *post* multós annós *discessit.*

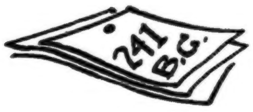
a.m. = ante merídiem
p.m. = *post* merídiem

DISCESSIT = ARRIVEDERCI RŌMA ET ĪTALIA

discessit = valé—valéte


ASPERUM ET DURUM HOSTEM
H.B.
FORTEM DUCEM


TOP
SUMMUS DUX

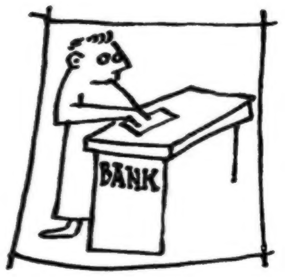

241 B.C.
ILLĪUS AETĀTIS

HAMILCAR ET HANNIBAL

Populus Rómánus *asperum et dúrum hostem,* Hamilcarem Barcam, habuit sed populus Cartháginiensis habuit *fortem ducem,* Hamilcárem Barcam. Hamilcar habuit trés filiós; Hannibalem, Hasdrubalem, Mágónem. Hamilcar, *summus dux* Cartháginiensis *illíus aetatis,* habuit (tenuit) *imperium in Hispaniá.* Hannibal, filius Hamilcaris, autem, hoc imperium Hispániae déposuit et populus Rómánus Hispániam, *quartam próvinciam Rómánam, obtinuit.*

QUARTAM PRŌVINCIAM RŌMĀNAM
IMPERIUM IN HISPANIĀ

détinuit
obtinuit
retinuit
tenuit


BANK
DĒPOSUIT

A. OBJECTIVES OF UNIT IA, IB, AND II

After completing these reading selections, you should understand and be able to write a statement about the function of verbs in Latin.

B. CLUES FOR UNIT IA, IB, AND II

Clue 1. In the three reading selections every word that ends in *t* or *nt* is a singular or a plural verb form except *et,* a conjunction or joining word meaning *and.*

Clue 2. The time of most of the verbs is perfect or completed in the past. In "Hamilcar Barca" the verb forms, *erat* and *erant* (Latin imperfects), are used exclusively. Their meaning should be clear.

Clue 3. In "Hannibal" most of the verbs are again perfect or completed in the past time. *Appropinquábat* is an imperfect tense or time. It is past, but not completed. Every imperfect in the Latin language will have this *ba* signal except the Latin for the verb *to be (erat)* and compounds of that verb.

Clue 4. In "Hamilcar et Hannibal" notice that many of the phrases that occurred in "Hamilcar Barca" now end in *m.* This is an important Latin signal. Try to figure out under what conditions it occurs.

Clue 5. The following small words must be memorized now and forever.

á, ab	preposition with ablative	from, by
ad	preposition with accusative	to, toward
autem	conjunction	however
cum	preposition with ablative	with
dénique	adverb	finally
diú	adverb	for a long time
é, ex	preposition with ablative	from, out of
et	conjunction	and
jamque	adverb	now
mox	adverb	soon
nón	adverb	not
propter	preposition with accusative	on account of
sed	conjunction	but
tum	adverb	then
uná	adverb	together

Clues for the other vocabulary have been given to you.

C. TEACHERS' MANUAL FOR *AN OLD AND BITTER HATRED*

In keeping with the tentative outlines for Latin reading prepared by Task Group One in Washington, D.C., two reading units have been prepared on the intransitive and transitive verbs. The first unit has two reading selections, one using the copulative and the other using the complete verb. The second reading unit has one reading selection that uses the transitive verb. It is hoped that both grammar and vocabulary can be learned from the reading selections by induction. The reading selections are interdisciplinary, based on geography, history, and literature.

Students are told that the object of these two units is to acquire an understanding of how verbs function in Latin sentences while enjoying a few kernels of Roman history and European geography adapted from the Roman historian, Livy (59 B.C. to 17 A.D.). This objective could be written on the board either in statement or in question form.

OBJECTIVE: To understand the function of verbs in Latin

or

How do verbs function in Latin?

The three reading selections of the two units could be taped before the lesson. If time and/or facilities do not permit this, the selections should be read aloud by the teacher several times before the students open their books. It is hoped that this procedure will increase the attention span and develop the listening skills of the students.

Page 73. When books are opened, the format confronts the students from the beginning with some of the good things to come, such as Vergil and characters like Cato. It is assumed that students have intelligence. Therefore it is taken for granted that the ability to learn is a natural state and the obvious will not be belabored.

Since students sometimes go through three or four years of Latin without seeing the full name of an author or the title of his book, Livy's name and the title of his history are given in the two forms in which they are likely to be encountered. The second title of his book is a different way of expressing that *From the Founding of the City* was written by Livy or belongs to him. Also, the point could be made about English which is positional in contrast to Latin which is inflectional and bends or changes its endings. *(Aptátus)* indicates that the selection is not exactly as Livy wrote it but is adapted from his work.

If the students do not give much evidence of knowledge of Roman names, the teacher explains that Romans of the Republican period (B.C. 753-27) usually had at least three and sometimes four or five *nómina* or names.

Praenómen (first name). There were only about eighteen out of a possible thirty that were commonly used. Abbreviation of the *praenómen* was a fixed custom.

Nómen (surname). This most important name was inherited according to the clan *(géns)* to which a man belonged.

Cognómen (originally a nickname). This name indicated the branch of the *géns* to which a man belonged.

Agnómen (fourth or fifth name). These names, loosely called *cognómina,* often were added because of adoption, honor, or personal characteristics.

Unmarried women were usually called from their father's *nómen (Cornélia)* or by the feminine form of their father's *praenómen (Gaia).*

In preparation for a later encounter with the gerund and gerundive and for an appreciation of the English words containing "nd" mention can be made of *agenda* and *memorandum* as well as *délenda est.*

Page 74. *Loca* or places that are relevant to the reading selections are shown on the map. There is a descending scale of print size used to designate countries, cities, and the town of Saguntum. There should be no problem with the River Rhone or the Alps Mountains.

Page 75. Students could be told that *Barca,* the surname of this Carthaginian family meant "gleaming" or "gleaming sword" in Phoenician, a Semitic language.

Designation of *R.I.P.* should be familiar to some of the students. This designation has been used from ancient times in epitaphs and inscriptions. It stood for *Requiéscit in páce* or *Requiéscat in páce* (He rests in peace or May he rest in peace). This verb containing *sc* belongs to the "sko" class of Latin verbs. The suffix has the force of becoming and gave rise to the class of numerous inceptives formed from verbs, nouns, and adjectives (*requiès,* noun, becomes *requiéscó,* verb).

Crescent of English is comparable (the increasing moon), derived from the Latin *creó* (make), from which we get the inceptive verb *créscó* (to increase in size or to grow).

Here the Roman and the Christian eras are used for dating. The teacher tries to find out how much is known about the systems of dating according to eras:

Greeks—Olympiads—776 B.C.
Jews—Creation—3761 B.C. or 5728 B.C.
Romans—Founding of the city—A.U.C.—753 B.C.
Christians—Incarnation or Birth of Christ (This system was first used by Dionysius Exiguus, a monk who died in ca. 545 A.D.).
Moslems—Hegira or Flight of Mohammed from Mecca—622 A.D.

It is hoped that the contrast between the Roman citizens in their togas and the Roman soldiers will be clear from the illustrations. *Cognómina* are given to the three private citizens: *Cincinnátus* (Curly), *Barbátus* (Bearded), and *Calvus* (Baldy). Learning such phrases as *géns togáta* from the beginning helps to reduce the students' concentration on individual words.

At this point the teacher again reads aloud the three Latin reading selections and asks the students to try to get the meaning from the background, from pictures, from the vocabulary, and from the known English derivatives. Students should have available blank paper on which to write notes that occur to them, but students should not be allowed to express such ideas aloud at the early part of the lesson. If the quick and the loud are able to give answers immediately, the slow and the shy will not have time to comprehend all that is possible for them to comprehend in a longer time.

Page 76. There may be some difficulty with *illó* of *illó tempore.* Students should be told that *illó* is a demonstrative that is the source for the determiners or articles in the Romance languages.

Page 80. Point about the inceptive verbs or the "sko" class can be made again. The inceptive, *obrigéscit,* for which *obriguérunt* is a perfect belongs to this class.

Page 81. The Italian phrase *Il duce* is derived from the Latin demonstrative, *ille,* which is used in the text as the subject referring to Hannibal. *Vicit* differs in function from the other verbs.

Page 82. There should not be any difficulty about the meaning of *habuit.*

After the three selections are read, students should be able to write about the dual function of the intransitive verb as the mode of being verb and of the function of the transitive verb as action. Their writing about the intransitive and the transitive verbs should include approximately the following information:

Intransitive—An intransitive verb expresses an act or state of being not immediately directed upon any person or thing. There are two classes of intransitive verbs, complete and copulative (linking). A copulative verb connects the subject with a predicate noun, pronoun, or adjective. A complete verb is an intransitive verb which makes a complete statement without the help of any other word. A copulative verb is always an intransitive verb, but some complete verbs may be used as intransitive in one sentence, but transitive in another sentence.

Transitive—A transitive verb expresses action done to some person or thing; that person or thing is in the accusative case.

THE INNER CITY LATIN CONFERENCES

From comments on the ROCLAT forms, from letters, and from conversations with teachers in the five cities mentioned below, it has become increasingly clear that the study of Latin in Chicago, Cleveland, Detroit, New York and Philadelphia seems to have reached the point of no return. This was happening in Washington too until 1965-66. In one year's time, however, the situation was changed dramatically. The change was brought about primarily through the initiative and courage of the dynamic Supervising Director, Department of Foreign Languages, Public Schools of the District of Columbia, Dr. Judith LeBovit, with the active support of Dr. Carl F. Hansen, then Superintendent of Schools. For a succinct and eloquent account of how she accomplished this, read her address printed in full in this report.

At the beginning of the school year 1967-68 in Washington, the Grade 6 program was expanded to 39 elementary schools for 1240 pupils in 43 classes and to 13 junior high schools for 504 pupils in Grade 7.

When Task Group One met for the first time in Washington, the Latin classes were not in session. When it reassembled on September 30 and October 1, two of the members came a day early to observe the Latin FLES Program in action. They were favorably impressed and their enthusiasm strengthened the feeling the other members of the group had already gained from talking with Dr. LeBovit and the other Washingtonians that here was a program that might become a model for the schools in the rest of the country.

The idea was implicit rather than expressed, but it seemed worthwhile to pursue it. Consequently, after some exploratory overtures, invitations to observe the Washington classes were extended to teachers actually engaged in "Inner City" Latin programs and to key foreign language supervisors in the five cities mentioned in the first paragraph of this section. (For the schedule and personnel involved, and for an account of the Conference, see Appendix G.)

It cannot be determined at this juncture what effect these "visitations" will have on Latin in the five cities. Some new seeds have undoubtedly been sown and old ones regenerated. To help in the process some funds from the NEH Grant were given to the Board of Education in Detroit for extending the Latin Heritage Program, developed by Mrs. Eula Cutt for grades 10-12, into grades 6-9. This will mean the adaptation of some materials and the preparation of others. Under the general supervision of Dr. Naida Dostal, Supervisor of Foreign Languages, and the expert direction of Mrs. Cutt, the Detroit Program could become the first in the nation to offer classes in Latin from grades six through twelve in "Inner City" schools.

SPECIAL REPORT ON THE INNER CITY CONFERENCES

Two articles in the November 18, 1967 *Saturday Review* plot the woes of public education in large cities today. *Washington Post* reporter Susan Jacoby's "National Monument to Failure" is a study of current crises in the Washington, D. C. public schools.[1] Miss Jacoby writes, "Washington has the closest thing to an all-ghetto school system of any city in the nation. Nearly 91% of its students are Negro. More important, a majority of public school students come from a poverty sub-culture which stymies traditional educators."[2] In "Requiem for the Urban School," Prof. Edgar Z. Friedenberg comments on recent exposé books written by former inner city public school teachers in Boston and Harlem. Prof. Friedenberg concludes that the dreadful conditions such authors describe "are quite general. They are not peculiar to any one school or city."[3] Further, "The urban slum schools are run by awful people."[4]

In the face of such data it might seem ludicrous to promote Latin as an elective subject for urban public schools. From the Washington, D. C. ghetto and elsewhere comes evidence to the contrary. We do not question the facts the two authors adduce. Rather, in the large and fantastically complex world of public education, we wish to point to *other facts* which we believe should temper the sharp and stark generalizations proposed in these articles.

On November 6-7 and 13-14, 1967, Washington, D. C. was the scene of an Inner City Latin Conference. The Conference was sponsored by the American Classical League under its grant from the National Endowment for the Humanities for exploration of problems related to elementary Latin instruction. It was directed by ACL Executive Secretary John F. Latimer in cooperation with Dr. Judith LeBovit, Foreign Language Supervising Director for D. C. Public Schools. Dr. LeBovit's essay, "*Qui timide rogat, docet negare,*" describes the genesis, structure and administration of her experimental programs for 6th and 7th grade Latin in the D. C. public schools.[5] Since these programs are similar to those recommended by Oxford Conference Committee I, and since their rapid expansion is a unique phenomenon in public education today, it was thought that a visitation and discussion of them might be of great practical value for administrators and teachers from other urban school systems.

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[1] Susan L. Jacoby, "Big City Schools IV—Washington: National Monument to Failure," *Saturday Review* (Nov. 18, 1967) 71 sq.

[2] *ibid.*

[3] Edgar Z. Friedenberg, "Requiem for the Urban School," *Saturday Review* (Nov. 18, 1967) 93.

[4] *op. cit.*, 94.

[5] See pp. 5ff. above.

Invitations were issued to Latin teachers and language supervisors in Chicago, Detroit, Cleveland, Philadelphia and New York. Participants had an opportunity to visit five 6th and 7th grade classes in five different D. C. public schools. There followed discussions with local administrators, curriculum writers and teachers. To avoid too large a number of observers in a class at the same time, the visitors came in two groups on successive Mondays. Dr. Latimer and Dr. LeBovit accompanied them in their classroom observation.

The following participated in the Conference:

Nov. 6-7: from Philadelphia: Mrs. Eleanor L. Standstrom, FL Curriculum Specialist for the School District of Philadelphia; Mr. William McCoy, FL Department Head, Germantown High School; Mr. Rudolph Masciantonio, Latin teacher at South Philadelphia High School.

From Chicago: Mr. Edwin Cudecki, Acting Director of FL Department, Chicago Public Schools; Mrs. Alice N. Mulberry, Latin teacher at Hyde Park High School.

Nov. 13-14: from Detroit: Dr. Naida Dostal, FL Supervisor for Detroit Public Schools; Mrs. Eula Gayl Cutt, FL Department Chairman, Northwestern High School; Miss Orlene Kreger, Latin teacher at Mackenzie High School.

From Cleveland: Mr. Eugene Dawson, Assistant Superintendent of Schools and Director for FL, Cleveland Public Schools; Dr. Leonard Freyman, Director of Education of the Cleveland Heights School System; Father Henry Gardocki, Western Reserve University and St. Ignatius High School; Mr. Raymond F. Nisius, Latin teacher at Wiley Junior High School.

From New York: Dr. Israel Walker, FL Department Chairman, Flushing High School.

The Conference on Nov. 13 also welcomed Mr. Hans H. Oerberg, Latin and English Master at Grenaa Gymnasium, Denmark, who was visiting Washington after his address at the CAAS meeting at Lehigh University on Nov. 11. Mr. Oerberg observed classes with the conferees, and later gave a description of his *Lingua Latina Secundum Naturae Rationem Explicata* that proved highly interesting in the context of inner city Latin.

At both sessions, in addition to consultation with Dr. Latimer and Dr. LeBovit, discussions were held with Mr. Paul T. Garrett, Assistant Director for FL, D. C. Public Schools, and these curriculum writers and teachers: Dr. Annette Eaton, Howard University; Mrs. Virginia Clapper, Maryland University; Mrs. William Gerber, Wilson High School; and Mrs. Marie Thompson, Paul Junior High School. The writer joined some of the discussion sessions.

The reactions of the visitors to their day in D. C. Latin classrooms provide some interesting reflections on the quotations from the *Saturday*

Review articles given above. The five schools visited offer a cross-section of D. C. public schools. The neighborhoods of these schools vary from the affluent to the very poor. There was no "urban school" stereotype in evidence. Visitors remarked on the discipline and order evident not only in classroom sessions but also in the corridors between classes. There were evident differences in verbal ability from group to group. Yet the observers judged that the orientation of the programs toward general language proficiency was flexible enough to provide a valid, viable and attractive educational experience for all students in the program. One observer, Mrs. Eula Cutt, has received national recognition for her Latin Heritage course for verbally deprived students in Detroit.[6] Characteristically, she thought that the best class was the one with the "poorest" students. "The teacher had them really *reaching*," she said.

Communications received from the conferees by Dr. Latimer and Dr. LeBovit since the meetings indicate a favorable evaluation, and a concern to strengthen or develop similar Latin programs in the urban school districts represented. A typical response is that of Dr. Leonard Freyman of the Cleveland Heights School District, who wrote to Dr. LeBovit, "I left Washington with the deep conviction that you had a first-rate educational experience for children in action and an enthusiasm for this program that has kept me excited about it ever since."

What can we conclude from these impressions of a brief visit by thirteen educators from five cities to a segment of an experimental program for 1,745 6th and 7th grade Latin students? In sum, where there is fire there is hope.

In response to Dr. Friedenberg we would say that there are *some wonderful people* administering and teaching in "slum schools" in the District of Columbia. As Miss Jacoby suggests, one should be fully aware of the massive problem of the retarded reading ability of so many students in urban schools. Obviously this problem should receive all possible attention. Yet sympathy for the poorest students should not obscure the fact that the dominantly Negro urban school population presents a full spectrum of ability and achievement. The evidence in Washington suggests that foreign language study in general and Latin study in particular can be truly educative for *all* urban students: to develop a healing sense of language in general, to learn to grasp one's own language by contrasting it with another, to have access to the humanism inherent in good foreign language instruction.

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[6] For information on Mrs. Cutt's ACL Master Teacher and Program award, and on her Latin Heritage program, consult: E. M. A. Kovach, "Ten Master Teacher and Program Award Programs, *CW* 60 (Oct. 1966) 39; E. M. A. Kovach, "*Admirandi, Laudandi, Imitandi*," *CO* 44 (Dec. 1966) 40-42; H. Hayden, "Classics in the Inner City School—Experiments and Proposals," *CW* 60 (Nov. 1966) 96.

At the least, we can say that the Inner City Latin Conference points to a significant development in urban public education, a development eminently deserving further consideration and research. To quote Prof. Bernice Samalonis of the Department of Education at Hunter College in New York, "For slum schools Latin is not a useless item in the curriculum."[7]

Further evidence to the point is supplied by Mrs. Eula Cutt. Her Latin Heritage program mentioned above continues to develop at Northwestern High School in Detroit. The program has spread to two other high schools there. This year Northwestern has seven sections of Latin Heritage, with a total of over 150 students. Mrs. Cutt continues extensive use of audio-visual aids; a large number of overhead transparencies have been developed for use in the course. A new development is an experimental block program, in which students remain together for the whole school day in the same section. Mrs. Cutt teams with the English teacher and the reading teacher for group planning of a coordinated program. Thus English derivatives from Latin are handled in the English class, while the reading course reinforces the Latin work by the assignment and discussion of books with a classical background.

Northwestern continues to teach a full standard Latin curriculum, with seven sections taught this year. The school has a total of 34 foreign language classes. Its enrollment is 99% Negro.

Mrs. Cutt said that since the publicity of the ACL Master Teacher Award she has received many inquiries from teachers interested in developing similar programs. It is a pleasure to report that one of the conferees at the Inner City Latin Conference, Mrs. Alice Mulberry, has this year initiated a Latin Heritage program at Hyde Park High School in Chicago. The idea came to her from the publicity given Mrs. Cutt's program. May this be a good omen for the future.

HILARY HAYDEN, O. S. B.

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[7] See Prof. Samalonis's note under the rubric, "New York," in *CO* 45 (Nov. 1967) 27.

APPENDIX A

The Three Leagues

The American Classical League was founded in 1919 "to improve and extend the study of the classics in the United States, to supplement and reinforce other existing classical agencies, and to advance the cause of liberal education." Membership is open to "teachers of Greek and Latin and other friends of the classics." Annual dues of $2 (to be raised to $5 in the fall of 1968) include subscription to *The Classical Outlook*, published nine times during the academic year and containing articles of scholarly and pedagogical interest, book reviews, and various listings of ACL publications.

To expedite the publication and sale of posters, pamphlets, and many different kinds of teaching aids, the League has a Service Bureau located at Miami University, Oxford, Ohio 45056. The Bureau also handles subscriptions to *The Outlook* and to *The Torch: U. S.* The latter is the official publication of The Junior Classical League, founded by the ACL in 1936 "to encourage among young people an interest in and appreciation of the language, literature, and culture of ancient Greece and Rome, and to give them some understanding of the debt of our own culture to that of classical antiquity." With its 100,000+ membership in over 2,000 high schools the JCL far exceeds its proud parent's 6,000 membership and is the largest classical organization in the world.

In 1960 some college students, former members of the JCL, formed the Senior Classical League to carry on their classical interests after finishing high school. They hold annual conventions at the same time and place as their younger colleagues and assist them and their sponsors in the course of the meetings. Each of the two student organizations elects its own officers and conducts its own affairs under the general supervision of a committee of secondary school teachers appointed by the president of the American Classical League.

The governing body of the ACL is a Council composed of its elected officers, chairmen of all standing committees, six members elected at large, and one representative from classical organizations with membership between 50 and 1,000, and one for each additional multiple of 500 to a maximum of three. One national organization, four regional associations, several state conferences, and a few local groups elect delegates to the Council. In recent months the League has taken steps to encourage more classical organizations to elect delegates and thus to make the Council even more representative of classical interests in the country.

APPENDIX B

Table 1: Teacher Demand and Supply in 1966-67

Few experiences are more frustrating than the attempts to get accurate and complete information about teacher supply and demand in Latin. Many letters and a special survey indicate a rather considerable demand; comparable information about supply is sadly lacking, as the following figures show.

	H.S.	Teacher Requests	Placed	June Graduates Certified to Teach
*N E	(6)	108	7	8
M E	(12)	507	25	23
S E	(10)	24	5	10
S W	(2)	0	0	0
G L	(10)	1,281	21	69
Pls	(7)	438	14	22
R M	(1)	2	2	2
F W	(6)	367	3	8
	54	2,727	77	142

These figures are based on reports from 54 colleges and universities in response to the three questions indicated. Sixteen of the institutions accounted for 1,795 requests. They were in N E, M E, G L, Pls, and F W.

Obviously statistics of this kind lack both accuracy and completeness. There is no way of knowing how many of the requests are duplicates. Most of the replies came from Placement Offices via Departments of Classics. In all but a comparatively few instances the Placement Office *did not know how many of the requests they actually filled*. The follow-up system was inadequate or—and comments were frequently made to this effect—those placed did *not* notify the Placement Office.

In many instances information about requests for Latin teachers was not available because they were filed with other language requests. Two Placement Offices reported over 2,000 requests each for language teachers but it could not say how many were for teachers of Latin, and therefore how many in Latin were placed. They reported only three as certified to teach Latin.

**KEY:* *N E=New England:* Connecticut, Maine, Mass., New Hampshire, Rhode Island, Vermont. *M E=Mideast:* Delaware, D.C., Maryland, New Jersey, New York, Pennsylvania. *G L=Great Lakes:* Illinois, Indiana, Michigan, Ohio, Wisconsin. *Pls=Plains:* Iowa, Kansas, Minn., Missouri, Nebraska, N. D., S. D. *S E=Southeast:* Ala., Ark., Fla., Ga., Ky., La., Miss., N. C., S. C., Tenn., Va., W. Va. *S W=Southwest:* Ariz., N. M., Okla., Texas. *R M=Rocky Mountains:* Colo., Idaho, Mont., Utah, Wyo. *F W=Far West:* Alaska, Calif., Hawaii, Nevada, Oregon, Washington.

The situation thus briefly described suggests that if the placement of Latin teachers is not or cannot be verified, the situation must be much worse in fields like English or mathematics or social studies in which the demands are undoubtedly staggering and placements really numerous. This is a matter that would seem to demand immediate attention.

Commercial agencies apparently handle such matters in a much more systematic way. Their very existence of course depends upon their placements. University Placement Offices have a different motivation but one cannot keep from wondering if their services are as good as they should or might be. Departments are obviously handicapped if they do not know where their graduates are placed. Graduates are at fault if they do not let the University Placement Office or their professors know where they are.

More than that, what better way is there of judging a teacher training program than to learn from its products in their first year of teaching? Some means must be found of bringing about more effective communication between students and professors when the former are in their first few years of teaching. The University Placement Offices may be the agency through which this may best be accomplished.

Table 2: June Graduates Certified to Teach Latin: A.B. Degrees Only*

	1966			1965			1964
	M	W	T	M	W	T	T
N E	6	47	53	9	41	50	30
M E	21	49	70	21	71	92	90
G L	52	79	131	46	95	141	139
Pls	26	18	44	31	12	43	28
S E	14	56	70	11	47	58	34
S W	3	16	19	3	13	16	18
R M	2	3	5	4	6	10	8
F W	8	14	22	8	13	21	29
TOTAL	132	282	414	133	298	431	376

Although the trend between 1964 and 1966 is up, it is discouraging to note that there was a decrease between 1965 and 1966. The relationship between these figures and those for Earned Degrees in 1964 and 1965 could not be determined. Although the total number of women certified in 1965 and 1966 is twice that of men, in the Plains states men outnumber women considerably in each of the two years. In general, states in the West produce fewer certified Latin teachers than other parts of the country. This is a matter that needs investigation.

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* These figures were taken from *Teacher Supply and Demand* published by the National Education Association for the years indicated. Breakdown by sex was not available for 1964.

Table 3: Earned Degrees in Classics and in French, 1948-1965*

		A.B.				A.M.				Ph.D.			
		M	W	T	%W	M	W	T	%W	M	W	T	%W
1965	Classics	557	557	1,114	50	188	122	310	40—	44	20	64	31+
	French	1,041	4,420	5,461	84	242	477	719	66+	35	37	72	51+
1964	Classics	588	470	1,058	44+	171	117	288	41—	39	10	49	20+
	French	914	3,873	4,787	81—	206	384	590	65+	46	30	76	40—
1962	Classics	519	367	886	41+	111	72	183	40—	23	7	30	23+
	French	670	2,260	2,930	77+	166	286	452	63+	35	18	53	34
1958	Classics	399	177	576	31—	113	51	164	31+	17	5	22	23—
	French	435	1,114	1,549	72—	102	150	252	59+	23	14	37	40—
1948	Classics	295	203	498	41—	81	49	130	37+	10	7	17	41+
	French	286	995	1,281	77+	98	111	209	53+	19	7	26	27—

Table 4: Percentage Increase of Earned Degrees, 1948-1965†

	A.B.			A.M.			Ph.D.		
	M	W	T	M	W	T	M	W	T
All Degrees U.S.A.	58+	122—	81	163	166	164+	320	260	313—
Classics	85+	174	124—	132	149	140—	340	185	276
French	264	324	311—	147	330	244	84+	423	177

Figures and percentages in French are given for sake of comparison. In classics it is interesting to note that the proportion of women, except for a decided decrease in 1958, steadily increased until it was the same as that of men on the first level in 1965. The same upward trend is also noticeable on the second level, where it seems to be stabilized at 2 to 3. On the doctoral level the trend is up only since 1958, but the proportion in 1965 is surprisingly below that of 1948 by a good margin.

In the 17-year period the increase of women on the first level is about twice that of men and considerably above the national percentage for both men and women. On the second level the increase for women is greater than that of men but both are below the national percentages. On the doctoral level the men rank far ahead of women and somewhat above the national figure. The traditional male domination in classics has already ended on the first level and is being threatened on the second. On the doctoral level it would appear to be safe for a few years more.

The female domination of French, on the other hand, seems to be stronger than ever, on the first two levels. In 1965 on the doctoral level women outnumbered men for the first time, by a narrow margin. The sweep seems to be complete.

The contrast between classics and French is rather striking. On the first level Majors in French increased from four to one for women to eight to one. Among men, from being slightly outnumbered in 1948 French Majors outnumbered those in classics about two to one in 1965. On the second level women in French increased from about three to one to four to one;

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* Figures are taken from the Office of Education publication, EARNED DEGREES, for the year indicated, except for 1965, when they were taken from a SUMMARY REPORT.

† Calculations based on figures given in sources indicated in Table 3.

men increased only slightly from about ten to nine to four to three. On the doctoral level, from an even start in 1948, women in French outnumbered those in classics about three to one until 1964. In 1965 the ratio was not quite two to one. Among the men the ratio varied considerably. In 1948 French outnumbered classics about two to one. In 1962 it was about one and a half to one. In 1965 classics outnumbered French about six to five. The increase in classics in the 17-year period was four times that of French.

Table 5: Enrollments in Latin and Greek in 573 4-Year Colleges and Universities and 53 Junior Colleges, by Region, Fall 1965*

	Undergraduate				Graduate			
	Latin	% Total U.S.A.	Greek	% Total U.S.A.	Latin	% Total	Greek	% Total
Region								
N E	(4) 3,173	9.3	(6) 1,316	8.5	(5) 132	7.9	(5) 218	8.3
M E	(1) 8,507	24.9	(1) 3,955	25.4	(1) 556	33.2	(3) 478	18.2
G L	(2) 7,677	22.4	(2) 3,497	22.4	(2) 466	27.8	(2) 626	23.8
Pls	(5) 3,113	9.1	(5) 1,439	9.2	(3) 189	11.3	(7) 128	4.9
S E	(3) 5,967	17.4	(3) 2,807	18.0	(4) 153	9.0	(1) 634	24.1
S W	(6) 2,731	8.0	(7) 943	6.0	(7) 32	1.9	(4) 334	12.7
R M	(8) 513	1.5	(8) 145	0.9	(8) 17	1.0	(8) 14	0.5
F W	(7) 2,547	7.4	(4) 1,494	9.6	(5) 132	7.9	(6) 198	7.5
U. S. Total	34,228	100.0	15,596	100.0	1,677	100.0	2,630	100.0

Figures in parentheses before each number indicate the relative ranking of the region. It is noted that on the undergraduate level in Latin *and* Greek the three leading regions rank the same in both. Numbers 5 and 8 are the same in both. On the graduate level the first two places in Latin are the same as on the undergraduate level: ME and GL; Pls replaced SE in third place. NE and FW tie for fifth. On the Greek side, SE has a slight lead over GL for first place; ME is a relatively poor third, and SW a poorer fourth.

The table has two or three surprises. One is the relatively poor showing of NE, particularly in the graduate area. Another is the top spot for the SE in graduate Greek. Perhaps the biggest surprise of all, however, is the lead of Greek over Latin in graduate studies. This is apparently caused primarily by the inclusion of students in theological seminaries.

It is interesting to note that the order 1, 2, 3, and 4 in undergraduate Latin is the same as for Latin enrollments in public high schools in 1965: ME, GL, SE, and NE. SW and RM also have the same positions, 6 and 8, on both tables (See Table 8, page 101). Although American students are noted for their mobility, this kind of correspondence must be more than mere coincidence.

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* Figures taken from *Foreign Languages Enrollments in Institutions of Higher Education, Fall 1965.* Modern Language Association of America, September 1966.

Table 6: Doctorates in Classics, by Institution and Region, 1920-1966*

N E	1920-66	%	1960-66	%
Boston Col.	1		—	
Boston U.	3		1	
Brandeis	16		12	
Brown	2		2	
Harvard	134		65	
Tufts	4		4	
Yale	149		37	
Total	309(7)	18 %	121(6)	27.3%
M E				
Bryn Mawr	37		7	
Catholic U.	136		16	
Columbia U.	101		23	
Cornell	50		14	
Dropsie	9		5	
Fordham	42		15	
Georgetown	1		—	
Jewish Th. Sem.	5		5	
Johns Hopkins	86		22	
New York U.	33		6	
U. Pennsylvania	76		28	
U. Pittsburgh	39		5	
Princeton	110		27	
Syracuse	1		1	
Yeshiva	5		4	
Total	731(15)	43.6%	178(14)	40.0%
S E				
Duke U.	8		—	
Geo. P'body C.	4		—	
U. North Carolina	53		17	
Tulane U.	2		1	
Vanderbilt U.	10		2	
U. Virginia	7		1	
Total	84(6)	5.0%	21(4)	4.7%

(Continued on page 98)

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* Taken from *Doctorate Recipients from United States Universities—1958-1966.* National Academy of Sciences, Washington, D. C., 1967 Publication 1489. Percentages are rounded off to the nearest decimal.

G L	1920-66	%	1960-66	%
U. of Chicago	145		19	
U. Cincinnati	26		8	
Hebrew U.	5		4	
U. Illinois	67		7	
Indiana U.	4		1	
Loyola U.	3		—	
U. Michigan	52		9	
Northwestern	12		3	
Notre Dame	2		—	
U. Ohio	25		9	
West. Reserve U.	1		—	
U. Wisconsin	43		9	
Total	385(12)	22.8%	69(9)	15.6%
S W				
U. Texas	11(1)	0.7%	5(1)	1.1%
Pls				
U. Iowa	18		2	
U. Minnesota	5		—	
U. Missouri	3		—	
U. Nebraska	2		—	
St. Louis U.	39		13	
Washington U.	14		1	
Total	81(6)	4.8%	16(3)	3.6%
R M				
U. Colorado	1		1	
U. Utah	2		2	
Total	3(2)	0.18%	3(2)	0.7%
F W				
U. Cal. B.	49		17	
UCLA	1		1	
U. of Pacific	1		—	
USC	8		2	
Stanford U.	12		5	
U. Washington	6		4	
Total	77(6)	4.5%	29(5)	6.5%
U. S. TOTAL	1,681(55)	100.0%	442(44)	100.0%

In the 47-year period the average number of doctorates a year was just below 36. In the 7-year period the average was almost doubled—63 per year. This latter result is perhaps a bit surprising since the number of institutions awarding doctorates decreased from 55 to 44, a loss of 20%. Twelve of the institutions are religiously oriented, including two and possibly three theological seminaries. Nineteen of the 55 are public institutions; sixteen of the 44. Twelve of the 55 institutions (22—%) produced 1,159 of the students (68+%). Nine of the 44 (20+%) produced 255 of the students (57+%).

These institutions constitute the major source of supply for college and university teachers of classics. A few professors are obtained from foreign institutions each year. In view of the flourishing condition of classics in our undergraduate schools (see Table 5), the decrease by 20% of the institutions offering doctorates is a bit surprising. Undoubtedly some of the institutions discontinued before 1960, but just how long before it is impossible to say.

All of these institutions and ten or twelve others supply most of the master's programs in classics and, consequently, most of the Latin teachers in secondary schools. On the basis of information contained in the ROCLAT forms, about 40% of these teachers have a full program in Latin; the remaining 60% teach a combination of Latin and English, Latin and French, to mention the most frequent combinations, and a variety of other subjects. Of the women teachers who submitted the ROCLAT forms, about 20% are nearing retirement age, and 50% are over 55. Since women still outnumber men in secondary school teaching over two to one, the shortage of teachers of Latin is becoming acute.

The shortage is not uniform throughout the country. It is occurring mostly in towns and communities outside of the large urban centers. Young people are apparently reluctant to take positions too far from such centers primarily for three reasons: lower salaries, lack of educational opportunities, and more restricted social and cultural activities. Latin teachers are not the only ones affected by these conditions but their shortage is more serious than that in other fields.

Table 7: Latin Enrollments in Public High Schools (7-12), U.S.A., 1958-1965*

	7 & 8	I	II	%I-II	III	%II	IV	V	VI	Total 9-12	Total 7-12	%
1965	34,754	316,003	213,026	89+	47,762	21.2	14,280	347	27	591,445	626,199	+2.7
1964	19,307	308,206	224,742	90+	41,464	16.3	15,209	363	63	590,047	609,354	—13.3
1963	22,733	364,171	254,024	91	46,052	16.7	14,725	697	137	680,234	702,967a	—6.6
1962	23,956	400,994	275,184	92+	40,317	16.8	11,939	187	16	728,837	752,793	+5.6
1961	17,632	402,810	239,592	92+	36,393	15.9	9,325	138	292	695,297	712,929b	+4.7
1960	19,356	381,286	228,707	92+	34,677		9,916	95	—	661,563	680,919c	+7.6
1958	14,558	298,404	186,432	78+	19,678		5,087	—	—	618,222	632,780d	

These figures make it clear that Latin II is the critical point for study of Latin in public high schools. Since 1962 the proportion of students in Courses I and II has decreased slightly. (The proportion in 1958 is far out of line and undoubtedly wrong. The unusually large number of unclassified students made it impossible to get accurate enrollments in Courses I-IV.) The carry-over between II and III is probably the most encouraging development in 1965. It is too soon to tell whether the 80% increase in Grades 7 and 8 between 1964 and 1965 is really significant, that is, how it affected enrollment in Latin I in 1966. The correlation between enrollments in Grades 7 and 8 and Latin I would seem to be rather slight.

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* Figures are taken from the MLA Surveys for the years indicated. a) Includes 428 unclassified. b) Includes 6,747 unclassified. c) Includes 6,882 unclassified. d) Includes 108,621 unclassified.

Table 8: Latin Enrollments in Public High Schools (7-12), by Region, 1965*

	7 & 8	I	II	%I-II	III	IV	V	VI	T(9-12)	T(7-12)
N E	5,897	30,581	22,168	84—	8,557	1,452	91	16	62,865	68,762
% U. S.	17—	10—	10+		18—	10+	26+	59+	10+	11—
M E	10,853	74,737	59,318	84+	18,938	6,229	42	—	159,261	170,114
% U. S.	31+	24—	28—		40—	44—	12		27—	27+
S E	4,954	60,339	40,264	93+	4,862	1,810	75	—	107,350	112,304
% U. S.	14+	19+	19—		10+	13—	22—		18+	18—
S W	625	18,949	12,973	94+	1,446	448	13	—	33,829	34,454
% U. S.	2—	6	6		3	3	4—	—	6—	5+
G L	10,219	86,891	49,930	93+	8,334	2,510	76	—	147,741	157,960
% U. S.	29+	27+	23+		17+	17+	22—		25—	25+
Pls	616	19,448	11,044	94+	1,331	452	2	—	32,277	32,893
% U. S.	2—	6+	5+		3—	3+	1—		5+	5+
R M	533	6,903	4,491	92+	704	221	40	5	12,364	12,897
% U. S.	1+	2+	2+		1+	1+	11+	18+	2+	2—
F W	1,057	18,158	12,838	87—	3,590	1,158	8	6	35,758	36,815
% U. S.	3+	6—	6		8—	8+	2+	22+	6	6—
	34,754	316,003	213,026	89+	47,762	14,280	347	27	591,445	626,199
% U. S.	100	100	100		100	100	100	100	100	100

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* Based on MLA Survey for fall 1965. Plus and minus signs are used with percentages instead of decimals. In the %I-II column the percentages are found by adding enrollments in I and II and dividing by figure in the T (9-12) column.

Table 9: Comparative Percentages in Public High Schools (7-12), 1963 and 1965*

	Percentage in each region of total No. schools in U.S.A.		Percentage in each region of No. schools U.S.A. offering Latin		Percentage of schools in each region that offer Latin		Percentage of total Latin enrollment U.S.A. in each region	
	1	2	3	4	5	6	7	8
	1963	1965	1963	1965	1963	1965	1963	1965
U.S.A.	22,335	22,527	9,354	9,104			702,967	626,199
N E	5.1	5.1	7.3	8.6	59.3	67.7	10.6	11.0
M E	13.3	12.6	17.3	23.4	54.9	74.8	22.1	27.2
S E	27.7	28.0	20.7	19.3	31.4	27.8	19.8	17.9
S W	10.1	9.7	5.0	3.4	20.5	14.4	5.7	5.5
G L	17.7	16.0	27.5	24.8	65.1	62.7	26.2	25.2
Pls	13.4	14.4	10.8	9.0	33.8	25.4	5.8	5.3
R M	4.5	4.7	3.0	2.7	28.1	22.9	2.2	2.1
F W	8.2	9.5	8.4	8.9	42.4	37.9	7.2	5.9
	100.0	100.0	100.0	100.0			100.0	100.0

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* Percentages calculated on basis of pertinent data given in *Foreign Language Offerings and Enrollments in Public Secondary Schools Fall 1965*, Modern Language Association of America, New York, 1967.

Tables 8 and 9 show once again that Latin II is the critical point of Latin study in the public high schools. Although it may be coincidence (Table 8), the dropoff rate is lowest in New England, the Mideast, and the Far West, which also have highest retention rates in Latin III and IV—that is, retention rates that are higher than their proportion of total enrollments. In the Mideast, for example, there are about 27% of all Latin enrollments in the country, in grades 9-12 or in grades 7-12. It has about 40% and 44% respectively of all enrollments in Latin III and IV, much higher percentages than would have been expected. All other regions, except the Far West and New England in Latin III, have lower proportions of total U.S. enrollments in Latin III and IV than their proportions of all U.S. enrollments in 9-12 or 7-12 would lead one to expect. If the Great Lakes, for example, has about 25% of all Latin enrollments 9-12 or 7-12, why are the proportions in Latin III and IV so much less? At the same time, Great Lakes ties with Southeast for second highest proportion of students in Latin V and in grades 7 and 8.

It is worth noting that the proportion of students in Latin I and II is very close to the proportion of total Latin enrollments in each of the eight regions. Since the bulk of all enrollments comes in the first two years, this is not surprising. This is also an indication that in those regions that have a considerably lower proportion of enrollments in Latin III and IV than their overall proportion the majority of schools that offer Latin at all offer it for only two years.

This point seems to be borne out by the data in Table 9, Column 2, which show that New England in 1965 had 5.1% of public high schools in the country (that returned MLA Questionnaire), but 8.6% of all schools that offered Latin (Col. 4). The Mideast has only 12.6% (Col. 2) of the schools but 23.4% (Col. 4) of those that offer Latin. The Far West has 9.5% of the schools but 8.9% of those that offer Latin. The first two regions, as indicated above, have larger proportions of their Latin students in Courses III and IV than their overall proportions, and a smaller proportion of their Latin students in Courses I and II. The Far West exhibits the same phenomena, but the differences are not so striking.

The situation in the Great Lakes is also revealing. As Table 8 and Table 9 (Col. 8) show, it was No. 2 in the production of Latin students in 1965. It had 16% of the public high schools in the country and about 25% of the ones offering Latin (Col. 2 and Col. 4 respectively of Table 9). It had about 25% of the Latin students in the country and yet had only 17% of those in Latin III and 17% of those in Latin IV. The conclusion seems obvious: many of the schools offered only Latin I and II. This is undoubtedly true also in most if not all of the other regions.

APPENDIX C

ROSTER ACL-NEH CONFERENCE
WESTERN COLLEGE, OXFORD, OHIO
JUNE 19-21, 1967

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Mrs. Arthur H. Beattie, U. of Idaho, Moscow, Ida. 83843.
Mr. Robert W. Bell, Yorktown Senior H.S., Arlington, Va. 22201.
Rev. Joseph Bitar, Divine Word Seminary, Los Angeles, Calif. 90046.
Mr. Donald J. Brunel, Jr., Berkshire School, Sheffield, Mass. 01257.
Mr. Eugene E. Conway, 254 S. Griggs St., St. Paul Minn. 55105 (Mahtomedi H.S.).
Miss Lucile Cox, E. C. Glass H.S., Lynchburg, Va. 24503.
Dr. Grace A. Crawford, Smith School, U. of Connecticut, Box 365, Storrs, Conn. 06268.
Mr. Robert A. Cullins, Midland Independent School Dist., Midland, Tex. 79701.
Mrs. Marion L. Daniels, Georgia State U., Atlanta, Ga. 30307.
Dr. Naida M. Dostal, Supervisor of Foreign Languages, Detroit Public Schools, Detroit, Mich. 48221.
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Mrs. Sylvia W. Gerber, Woodrow Wilson H.S., Washington, D. C. 20016.
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Dr. W. Robert Jones, Ohio State U., Columbus, O. 43210.
Miss Betty Keoughan, New Trier H.S. West, Evanston, Ill. 60201.
Dr. William C. Korfmacher, St. Louis U., St. Louis, Mo. 63103.
Dr. Edith M. A. Kovach, U. of Detroit, Detroit, Mich. 48206.
Dr. Richard M. Krill, U. of Missouri, Columbia, Mo. 65201.
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Mr. Edward A. Robbins, Lawrenceville School, Lawrenceville, N. J.
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APPENDIX D

TASK GROUP ONE PARTICIPANTS

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Mrs. Marion Daniels, State University of Georgia, Atlanta
[1]Dr. Annette Eaton, Howard University, Washington, D.C., *Chairman*
Mr. Gerald Erickson, University of Minnesota, Minneapolis
[1]Mrs. Sylvia Gerber, Wilson High School, Washington, D.C.
*Mr. Glenn M. Knudsvig, University of Michigan, Ann Arbor
Miss Marian McNamara, Henry Gunn H.S., Palo Alto, Calif.
Mrs. Rhea Miller, Albuquerque H.S., New Mexico
Mrs. Gerda Seligson, University of Michigan, Ann Arbor
[1]Miss Mary Sullivan (French), Chevy Chase H.S., Bethesda, Md.
Mrs. Helen Swedburg, Manual H.S., Denver, Colo.
[1]Mrs. Marie Thompson, Paul Junior High School, Washington, D.C.

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* Present only at the second meeting.

[1] Member of Editorial Committee.

APPENDIX E

Oxford Bridges†

HILARY HAYDEN, O.S.B.

In the week that made Glassboro famous, 58 classicists and observers held a meeting at Western College in Oxford, Ohio. At the call of Dr. John F. Latimer, under a grant from the National Endowment for the Humanities to the American Classical League, we met to confer on the manifold problems relating to beginning and intermediate classics instruction in our schools.

During three days of strenuous discussion we found relaxation in strolling the college campus. It was a delight to find there a series of long stone-faced foot-bridges spanning certain declivities. Reminiscent of Roman aqueducts, they opened perspectives that made one think of DeChirico. In retrospect one thinks of those bridges as symbols of the workings of the Conference and of the work it recommended for the future.

The Airlie House Conference of April 1965 had made a beginning in drawing classics people together to assess problems and to move toward a more vigorous and contemporary teaching of our discipline. The work of establishing a unified national response to the problems magisterially defined at Airlie has had its difficulties. At Oxford, one had the impression of getting a "second wind," not of oratorical bombast, but of the renewed breath of the long-distance runner.

The resolutions of the Oxford Conference are noticed elsewhere in this report. The following remarks look to some major themes of the Conference, under the image of "bridges."

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† This paper appeared in *The Classical World*, 61 (Sept. 1967) under the title: "In the Schools: 'Oxford Bridges.'"

Bridges were established first of all among the conferees. We had come together from many regions to represent our profession in its many sectors and aspects. The flavorful variety of speech habits was no bar to communication. Here was a calm and fruitful intellectual encounter. Though we had been summoned somewhat abruptly, a community of understanding came easily. This spontaneous quality gave a certain freshness to the conclusions we reached on long-discussed problems and newer opportunities. The very practical bent of the Oxford recommendations gives hope that this refocusing of attention will lead to wiser, quicker, more effective action in the future.

Bridges were evident in the deliberation of the two committees on curriculum for beginning and intermediate classes in Latin.

Bridges between teaching the student and teaching the subject: The relationship was pointed up in the recommendations for Sixth Grade Latin. It is crucially important at all levels of instruction.

Bridges between linguistic and humanistic goals: Here the recommendations for development of new reading materials are significant. The conferees asked for abundant, graded Latin material that would reflect the fascinating richness and scope of classical studies. There is more bridging in the call for collaboration of university and school teachers in the preparation of linguistically and humanistically valid and valuable readings.

Bridges among methods of instruction: The Oxford resolutions show a sensible openness to both newer and older methods of teaching. They project study of them so as to incorporate the best elements into a revivified program. (Bridges here are so seldom crossed; a healthy tourism might lessen parochial prejudices.)

Bridges between teachers and teaching materials: The proliferation of new approaches and supplementary materials creates a need for new instruments for information and evaluation. Even enterprising teachers need help by way of annotated guides. The recommendations here are timely and should aid teachers in making maximal use of funds now available through federal assistance programs.

Other types of bridging were evident in the work of the committee on teacher training. The Pennsylvania certification program provided a model of how the colleges, state education departments and high school teachers may cooperate to close the gap between the needs of teachers and the training they receive. Innovations in teaching are only possible if there is a renewal in the training and continuing education of teachers.

The very fact that there was a committee on public relations at this Conference on curriculum demonstrates a realistic approach. Getting the right information to the right people at the right time is an indispensable condition for the improvement and extension of classics teaching. A national public relations committee with state and regional representatives was proposed.

The last bridge is the difficult one between pronouncement and act. The Conference resolutions spell out in considerable detail what is needed for new, attractive and effective programs in grade school and early high school classics. Work has already begun on a new synthesis of teaching materials from the *nova et vetera* of our inexhaustible treasure house. Work has begun to coordinate the recommendations on teacher training and standards of competence with the work of the counterpart Airlie House committee. The latter's national teacher competency examination is now in a final stage of development. In process of writing are new materials to aid relations with educational authorities and with the general public. To keep this work moving new bridges are needed, and many journeymen who can see and move on them.

One event intensifies the need for doing these manifestly necessary things soon. The Higher Education Act of 1967 removes the ban against support for classical languages found in the earlier NDEA legislation. How shall the profession respond to this golden opportunity? Though rather new to the art of grantsmanship, we can profit from the experience with federally subsidized programs that the modern languages have enjoyed since 1959. Can our profession find that unity of thought and action necessary for a vigorous response on a national scale? No profession has found such effort easy. The writer proposes that very serious consideration be given *now* as to the proper instruments, policies and people necessary to meet this unique challenge.

Moses Finley suggests "there is no danger that, for a long time to come, the Greeks and the Romans will go the way of Sanskrit. . . ."* The perennial appeal of the great tradition is too strong for that. Power attracts power. Without a doubt some classical programs will be supported in some fashion under the new federal legislation. The question is simply whether our response will have the unity, coordination and direction necessary for a maximum impact on the educational scene. For too long most of us have been sitting back while one solitary *pontifex* has been mixing the mortar, setting the stones and arranging the transport across what bridges we have. It is to be hoped that Dr. John F. Latimer's national office will receive the support necessary for a full implementation of the Oxford Conference resolutions in an expanded response to the unique opportunities now offered to the classical profession.

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* See *Crisis in the Humanities*, ed. J. H. Plumb (Baltimore: Penguin, 1964), Ch. 1, "Crisis in the Classics," by M. I. Finley, p. 22.

APPENDIX F: ROCLAT

This is the acronym from the title of the form sent two separate times to the American Classical League's mailing list of about 29,000. (Some statistics based on the ROCLAT returns are found ~~in Appendix E.~~ below), Copies of the ROSTER prepared from the forms may be obtained from the Executive Secretary's Office, The George Washington University, Washington, D. C. 20006. The price is $1 for members of classical organizations—$5 for others.

Table 1: Age of Classics Teachers

	PHS		CATH		PR		COL		TOTAL	
	M	W	M	W	M	W	M	W	M	W
1895-99	1	10	—	3	3	2	5	4	9	19
1900-04	1	70	—	14	9	13	21	14	31	111
1905-09	15	240	4	19	11	21	37	19	67	299
1910-14	25	255	7	36	12	9	25	13	69	313
1915-19	18	166	5	29	6	17	31	15	60	227
1920-24	30	89	7	24	11	10	30	12	78	135
1925-29	52	41	17	24	13	11	48	9	130	85
1930-34	69	31	25	30	16	5	61	12	171	78
1935-39	55	49	30	29	19	8	34	6	138	92
1940-44	40	134	21	24	10	17	13	9	84	184
1945-49	7	21	2	1	—	2	—	—	9	24
No age	8	46	2	23	—	3	10	9	20	81
Ret.	1	10	—	—	2	—	1	2	4	12
TOTAL	322	1,162	120	256	112	118	316	124	870	1,660
% TOTAL[1]	22	78	32	68	49	51	72	28	34+	66—
% TOTAL[2]	38	70	14—	15+	13—	7+	36+	7+		

KEY: PHS=Public High School; CATH=Catholic High School; PR=Private High; and COL=College.

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[1] % of Total by sex.

[2] % of Total of each sex.

Table 2: Certain Percentages Based on Table 1

1895-99	—	1						
1900-04	—	6+	—	5+	8+	11+	7—	11+
1905-09	5—	21—	—	7+	10	18+	11+	15+
1910-14	8—	22+	—	14+	10+	8—	8	11
1915-19	6—	14+	—	11+	5+	15—	10—	12
1920-24	9+	8—	—	10—	10	8	10—	10
1925-29	16	3+	14+	10—	11	10—	15+	7+
1930-34	21+	2+	20+	11+	14+	4+	19+	10
1935-39	17	4+	25	11	17+	7—	10+	5
1940-44	12+	11+	17+	9+	11—	15—	4+	7+
1945-50	—	2	—	—	—	—	—	—
No age	—	4	—	9+	—	—	3+	8—

One item on the ROCLAT forms was date of birth. There was no intent to publish the information on individuals but to use it in trying to get some idea of teaching vacancies that would be caused by retirement. Tables 1 and 2 are the result. Since the figures and percentages are based on only 2,530 usable replies at the time the calculations were made, they are possibly not too significant. It must be emphasized that the figures and resulting percentages represent simply the number and proportion of teachers, by sex, in each date-of-birth bracket, in the four categories, who returned usable ROCLAT forms. In the bracket 1910-1914, for example, 25 men and 255 women teaching in public high schools returned the forms. The 25 men constituted 8—% of all men teaching in PHS who replied; the 255 women constituted a little more than 22% of all women teaching in PHS who replied. The figures do not mean that 8—% of all men and 22+% of all women teaching in PHS were born between 1910 and 1914 and therefore are between the ages of 54 and 58, with eleven and seven years respectively until the usual age of retirement. They simply reflect the age characteristics of those who replied to the questionnaire.

Bearing this *caveat* in mind the reader may notice several interesting items in the two tables. As might have been expected replies from women were considerably greater than those from men, but only in the public and Catholic schools. They were about even in the private schools and in colleges (and universities) the men outnumbered the women a little over two and a half to one. (The percentages are given in the first line under the totals in Table 1.) Since Latin is taught primarily in Grades 7-12, if it is taught at all, these proportions of male *vs* female in the four categories *may* reflect something like the proportion of those actually teaching.

Out of a total of 870 men who replied and 1,660 women, it is not surprising that the greatest number came from PHS. What is surprising is that the number of men in the college group was almost as large as the number in PHS. (The percentages are given in the second line under the totals in Table 1.) Could it be that the total number of men teaching in colleges and universities is almost as large as the number of men teaching in PHS?

If the percentages in Table 2 *were* representative of the actual situation they would show that some men and women are apparently teaching beyond the usual retirement age and between 15 and 20% more will reach retirement age in five or six years. Of those now teaching in PHS 13% of the men are 54 or older and 50% of the women; in Catholic schools, 14% of the nuns; in private schools 28% of the men and 37% of the women; in colleges 26% of the men and 37% of the women. (The percentages in each column may be added because they are calculated from the same base.)

A little over 2% of the men were reluctant to give their age and almost 5% of the women. The Catholic sisters were the most reluctant of all; then female college teachers, followed closely by those teaching in PHS. Male college professors were slightly more reluctant than those teaching in PHS.

Table 3: Special Preparation of Teachers*

	Public High Schools		Private and Parochial High Schools	
	Number	%	Number	%
N E	112	46	76	37
M E	229	39	113	32
S E	175	34	42	43
S W	70	40	13	15
G L	309	35	140	25
Pls	70	44	40	58
R M	23	39	6	33
F W	66	41	40	43
U.S.A.	1,054	38	470	34

These figures are taken from ROCLAT forms submitted by teachers in the various regions indicated. The percentages show the proportion of those teachers who attended Workshops or Institutes. Since the total figures constitute a very small percentage of Latin teachers in public and private secondary schools, it would seem likely that the proportion of teachers in this table who have received special preparation is much higher than the proportion of those who did not take the time and trouble to return the ROCLAT forms.

It is interesting to note that, with one or two exceptions, the larger the number of teachers the smaller the proportion receiving special preparation. Since the largest numbers come from the three regions with the largest enrollments in Latin—M E, S E, and G L—their percentages would probably be closer to the actual situation than the 38% for U.S.A. shown in the table. The percentage for the country is estimated at about 30.

A little over a thousand other teachers sent in ROCLAT forms *after* this table was compiled.

Table 4: Percentage of Teachers with Mixed Programs, by Region, 1966-67

	Percentage Latin Only	Percentage Latin and Other Subjects
N E	56.9%	43.1%
M E	45.2	54.8
G L	34.9	65.1
S E	38.1	61.9
Pls	46.0	54.0
S W	37.9	62.1
R M	27.8	72.2
F W	25.0	75.0
U.S.A.	38.9	61.1

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* Attendance at Workshops or Institutes (including summer sessions in Rome and Athens).

APPENDIX G

Teachers Speak Out on the Status of Latin

MARY E. NORTON

The present status and future prospects of Latin in the curriculum of secondary schools and colleges of the United States are the subjects of much controversy. Speculation is particularly rife as to whether Latin can justify itself in a curriculum oriented toward the modern languages and crowded with "space age" subjects. But what do Latin teachers themselves report to be the main factors influencing the position of their field in the school program of today? To answer this question it is instructive to read the personal comments appended to the hundreds of roster forms which have been returned to the American Classical League during its campaign to compile a current roll of teachers of classics throughout the United States. Teachers from public and private secondary schools and colleges are included in the survey, but comments alluded to in this article are from public secondary school teachers unless specified otherwise.

In addition to providing answers on factual questions about their institution and their own educational background, approximately 150 of the teachers also added candid expressions of opinion. From these interesting and revealing statements, it is clearly evident that the status of Latin in their educational systems is uppermost in the minds of the teachers. Although the number of comments involved may not justify making valid generalizations, it is clear that very similar problems are being faced by educators from widely separated geographic areas. Even more significant, perhaps, is the fact that their difficulties are generally attributed to the same or similar causes, though these are more elusive.

It is interesting to note that teachers from the Middle Atlantic states offered the greatest numbers of voluntary comments, followed closely by those in the Great Lakes and Southeast areas. This fact alone, however, would not justify the conclusion that Latin teaching problems necessarily are related to geographical factors!

As might be expected, the question which most concerns teachers from all areas is enrollment. Discouraging statistics, naturally enough perhaps, occasioned remarks more often than hopeful ones. It is interesting to note that teachers from the South and the Great Lakes areas were the only ones who mentioned rising enrollments more often than they complained of declining numbers. Teachers from the Middle Atlantic states seemed to be particularly worried on the latter score. One after another wrote about Latin being "phased out" in his school. In some instances, Latin is being offered only in junior high school; in others, such as Allentown, Pennsylvania, students must wait to elect it until they enter senior high school. Many schools even then offer only two years of Latin because the administration does not favor small third or fourth year classes, even though eager students and teachers request them. A certain Maryland community has only one Latin teacher to serve a school of 3,500 students! Other teachers reported a drop of one-half to two-thirds in enrollment during the last decade, while a North Carolina high school has replaced Latin with cosmetology! The term "Latin Limbo" was applied by one writer to the Rocky Mountain states. A Fairbanks high school is the only one in the state of Alaska which provides a complete Latin program; Juneau no longer offers Latin, and Anchorage plans to eliminate it at the end of this year. Parochial schools, in many of which Latin is no longer a graduation requirement because of the use of vernacular languages in Catholic ritual, have undergone quite spectacular drops in Latin enrollment.

On the other hand, Latin has grown from a two-year program with 70 students to a four-year program with 125 enrolled in Bristol, Virginia. An even more remarkable increase from 20 to 168 students occurred in recent years in McMinnville, Tennessee. A high school in Delray Beach, Florida, which in 1966 had no Latin, now has five classes. A sizeable enrollment of 78 is reported by a Texas high school of only 350 students, while in Michigan a school of 1,000 has six Latin classes. One Jacksonville, Florida high school registers more students in Latin than in Spanish or French! Where Latin enrollment remains steady or is increasing, teachers often have established strong chapters of the Junior Classical League by virtue of dedicated, continuous interest and promotion. A good example is the Shreveport, Louisiana high school which has a club of 384 members. In many schools with rising numbers of Latin students, the pupils put on plays, skits, and exhibits to encourage others to take Latin. The difficulty of generalizing from scattered data, however, is illustrated by the comparative status of Latin in two relatively close Indiana high schools. In one, a large city school, the teacher reported a drastic loss in enrollment; in the other, a small town school, there are more first and second year Latin classes than in the modern languages combined! It is evident that the situation regarding enrollment can best be regarded as in a state of flux.

Latin's position in the curriculum is being jeopardized in many places not by lack of interest but by scarcity of well-qualified teachers, a fact which creates a vicious circle. A number of older teachers in such widely separated areas as New Hampshire, Wisconsin, and New York indicated that, because of the lack of trained replacements, Latin will be dropped in their schools when they retire. This appears to be true also in certain areas of West Virginia where student interest is high but no qualified instructors can be found. In Pensacola, Florida, as well as other places in the South, teachers have come out of retirement to fill such vacancies, but this is temporary relief at best. In numerous other instances, part-time teachers or those who divide their time between two or more schools have been used.

Where Latin's position in the curriculum is precarious, various factors were blamed. Most commonly cited was competition with the modern foreign languages in the elementary and junior high school and the favoritism apparently shown them by the administration, especially counselors. The latter were accused time and again of a negative if not hostile attitude toward Latin. College-bound students often have been encouraged to take four years of a modern foreign language to the exclusion of Latin. A North Carolina teacher added that counselors frequently do not approve the taking of a second foreign language and label Latin "too hard." Counselors in a Colorado school were described as advising Latin only for those planning to become doctors, nurses, or veterinarians. Crowded courses of study, with emphasis on science and math, make it difficult for a student to elect two languages. One unexpected bonus is that Latin teachers, not having a full program themselves, may be frequently assigned as counselors. This trend should certainly be encouraged!

Although it did not seem as simple to point out remedies as to define the causes of their dilemma, several writers made good suggestions. As a number of them pointed out, a strong program of Latin in the junior high school seemed to be the most effective means of ensuring a good, continuing program in the senior high school. Some believe the answer lies in revision of teaching materials and innovation of courses emphasizing classical culture. An encouragingly large number of teachers indicated that they are updating their knowledge of content and methods by attending summer sessions and workshops and, whenever possible, by traveling in Italy and Greece. Also, the importance of a good public relations program in and out of school was commonly recognized. Certainly one senses throughout the expressions of opinion a high sense of dedication to the promotion of the classics as well as a willingness to grapple with their problems and to search for solutions.

In some places, Latin is being kept alive by the sheer efforts of devoted teachers. It is, of course, necessary to be cautious about conclusions based on such random comments as were used in this study. Many teachers who were satisfied with the status quo naturally did not express themselves at all; it was the reversal of trend which would inspire those who did. Consequently, the overall picture is spotty, with extremes the rule rather than the exception.

There is no doubt that Latin teachers are showing concern and dismay at their embattled position. Latin for centuries was accepted without question as a subject sine qua non for the educated man. Now students and teachers are having to assess its worth impartially on its merits. Such assessment is a healthy process. Can an ancient language justify itself in today's curriculum? Teachers who know and love Latin believe it can pass the test. Many of them, however, realize that its acceptance can no longer be taken for granted. Material and methods must be updated to make Latin desirable, if not indispensable, in the education of the modern student.

increased from 41 to 50; on the Master's level, from 37 to 40; on the doctorate level, from 41 to 31. Comparable figures for French are: from 77 to 84%; 53 to 66%; 27 to 51%. (See Appendix B, Tables 3 and 4.)

9. A study made by the National Academy of Sciences shows that between 1920 and 1966 a total of 55 colleges and universities in this country awarded 1,681 doctorates in classics. Between 1960 and 1966 a total of 44 institutions awarded 442 doctorates in classics. In the longer period the MIDEAST produced about 44% of the total, the GREAT LAKES about 30%, and NEW ENGLAND about 18%. In the shorter period comparable figures were about 40%, about 16%, and about 24%. (For more details on these and the other five regions, and for the universities involved, see Appendix B, Table 6.)

10. Undergraduate and graduate enrollments in Latin and Greek are probably at an all-time high. Of the 34,228 undergraduates studying Latin, 25% are in the MIDEAST, 22% are in the GREAT LAKES, and 17% in SOUTHEAST. Of the 1,677 on the graduate level, 33% are in the MIDEAST, 28% in the GREAT LAKES, and 11% in the PLAINS. Of the 15,596 undergraduates in Greek, 25% are in the MIDEAST, 22% in the GREAT LAKES, and 18% in SOUTHEAST. Of the 2,631 on the graduate level, 24% are in the SOUTHEAST, almost 24% in the GREAT LAKES, and 18% in the MIDEAST. (For these and other details, see Appendix B, Table 5.)

11. Between 1958 and 1965 Latin enrollments in public high schools, Grades 7-12, reached the peak in 1962. Between 1962 and 1964 a decrease set in which was checked with a slight increase in 1965. In this year encouraging gains were made in Grades 7 and 8 and in courses I and III. In this same year the largest proportion of total U. S. enrollments, both in Grades 7-12 and 9-12, were in the MIDEAST, the GREAT LAKES, and the SOUTHEAST. (For these and other details, see Appendix B, Tables 7-9.)

12. On the basis of returns from a questionnaire about 50% of women Latin teachers in public high schools are more than 54 years old, and 13% of the men. In Catholic schools the proportion is about 25%, in private schools, about 37%, and in colleges, about 37%. Comparable figures for men are: 13%, 28%, and 26%. If these figures should be anywhere near the actual situation, shortage of teachers will remain an acute problem. (For details, see Appendix F ~~E~~, Tables 1 and 2.)

13. On the basis of these same returns, about 38% of public high school teachers have attended Workshops or Institutes (including Summer Sessions in Rome or Athens), and about 34% of Latin teachers in private and parochial schools. (See Appendix F ~~E~~, Table 3.) It is estimated also that about 60% of Latin teachers in public high schools teach Latin only. The most frequent combinations with Latin are English, French, and Spanish. (See Appendix F ~~E~~, Table 4.)

14. Many Latin teachers are discouraged by opposition of some school officials to study of Latin (see Appendix G ~~F~~) and by reports that Latin is not acceptable for college entrance. A study made by the Modern Language Association shows that such reports are not true. All Latin teachers should obtain copies of the report.